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ABSTRACT

This report, the first of a two-volume work, was prepared in response to the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Specific sections of the regulations are set off in boxes, each of which is followed by explanations of the ways in which the program addresses that section. The M.Ed. program in administration and supervision as it applies to middle management students is described. Part I, "General Provisions," describes the appropriateness of the program to state regulations governing characteristics of a prepracticum and practicum, supervision of a practicum, reporting, and certification. Part II describes how institutional programs meet state standards for administration, evaluation, faculty qualifications and responsibilities, instructional resources, admission and retention of students, advising and counseling, and relations with cooperating schools. Part III describes individual program requirements for the supervisor/director program, in relation to state standards. Fifteen appendixes provide course syllabi, advising and evaluation forms, and assorted reference materials. (TE)

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# TRAINING SCHOOL ADMINISTRATORS:

## REGISTRATION REPORT TO THE MASSACHUSETTS BOARD OF EDUCATION

## BOOK I
## SUPERVISOR/DIRECTOR PROGRAM

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EA 016 324

To The User:

The program described in this report was prepared in response to the 1979 edition of the Massachusett's Board of Education's "Regulations for the Certification of Educational Personnel," which was designed to be compatible with regulations of the Interstate Certification Compact. Specific sections of the Regulations are set off in boxes, each of which is followed by explanation of the ways in which the program addresses that section. Material in this report may be freely utilized without further permission from the author or from Suffolk University.

Joseph McCarthy
Suffolk University
September, 1983

# SUPERVISOR/DIRECTOR PROGRAMS

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## SUPERVISOR/DIRECTOR PROGRAM

### CORE REQUIREMENTS:

ED 7.18 - Methods of Educational Research and Evaluation

ED 6.63 - Social Philosophy of American Education

ED 8.30 - Educational Management

ED 6.22 - Curriculum Development and Evaluation

ED 6.32 - Instructional Supervision

### PROGRAM REQUIREMENTS:

ED 8.54 - Personnel Management

ED 6.50 - Learning Theory and the Improvement of Instruction

### ELECTIVES:

Two courses to be chosen by the student in conjunction with his/her adviser from a list of courses appropriate to the competencies listed in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education "Regulations for the Certification of Educational Personnel."

### FIELD EXPERIENCE:

ED 8.70 - Professional Improvement Field Experience

ED 8.80 - Practicum in Administration

N.B. Alternative courses may be subsituted for required courses only in unusual instances when the Program Director has evidence that the student demonstrates the competencies addressed in the required course.

# INTRODUCTION

## ADMINISTRATION & SUPERVISION PROGRAM

The M.Ed. Program in Administration and Supervision was begun in 1976 as a response to needs and interests articulated by students, and was designed as a program providing general professional preparation for those filling such middle-level administrative roles as principal, assistant principal, supervisor of instruction, curriculum coordinator, program director, department head, school planner and the like, as well as those seeking careers in federal, state or private education agencies, consortia or collaboratives. The program was designed to meet the 1973 revision of NASTDEC Standards for ICC certification. For three years, program faculty worked at experimenting with different courses and teaching methods, as well as surveying the expressed needs and evaluations of students. The general insights achieved were the following:

1. Philosophical Considerations - The philosophic orientation of students entering the program (as measured by the Administrator's Philosophy of Education Index) is overwhelmingly Moderate Progressive, i.e. an electric Progressivisim with strong traces of Realism. This matches closely with the orientation of program faculty. Thus the management of curriculum change and teaching methods in the program emphasize fostering personal experience, encouraging individual interests and freedom, and visualizing the task of educational management as a democratic group activity in which formal structures are constantly reshaped by informal consensus.

2. Sociological Considerations - Analysis of the sociological characteristics of students entering the program indicates that they are generally of lower middle class origins, of the older urban ethnic stocks, the first generation in their family to attend college, believers in education as a vehicle of upward social mobility, and authority-oriented. Scores of students on the School Administrator Style Inventroy tend to indicate strong task orientation. Accordingly, content, teaching method and advising in the program must militate against excessively authoritarian attitudes and emphasize personal flexibility, democratic functioning and socio-economic/racial sensitivity.

3. Management Consideration - The management stance which best accords with the previous considerations is one which utilizes a strong human relations approach as a means of making basic management skills effective. Thus the program emphasizes skills in research and planning, staffing, supervising and evaluating, as well as skills in task organization, tension reduction, and communication.

Recently, the program has been extensively revised in view of these insights and in accord with the new Massachusetts Department of Education accreditation standards. The revised program takes effect in September 1981. Only students entering during or after that month will untertake the complete revised program.

Students entering before that date will complete the program they started by utilizing appropriate courses form the new program. Students taking the Practicum in Administration (8.80) in the fall 1981 semester will be doing the practicum under the revised format, but will not necessarily have had the three field-based courses specified in the new program requirements (although they will likely have had some combination of three field-based courses, such as Professional Improvement Field Experience (8.70), The Principalship (8.41), Educational Management (8.30), Methods of Educational Research: Sources and Design (7.18), Proposal Writing and Grant Development (8.56)).

## PART I

### 7.02 General Provisions

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## 7.02 General Provisions

(1) - (9) Responses not applicable to Administration and Supervision Programs.

(10) Characteristics of a Pre-Practicum - Any course or other experience in a pre-practicum must be directly related to the appropriate standards in Section 7.04 of these regulations. In addition, at least three courses or the equivalent must include substantial field-based training related to the role covered by the certificate sought. These three courses must be completed before the practicum.

### I. Appropriateness of Course

The Supervisor/Director Program has (in common with the Principalship Program) a core of required courses which are directly relevant to the standards in Section 7.04 (47), Education 7.18 - Methods of Educational Research and Evaluation addresses Section 7.04 (47)(b) i, (b) 6, (c) 1, (c) 2, (d) 1, (e) 1, and (f) 2. Education 6.03 - Social Philosophy of American Education addresses Section 7.04 (47) (b) 5, (c) 1, (c) 2, (e) 3, (e) 4, (f) 1, (f) 2, and (f) 3. Education 8.30 - Educational Management addresses Section 7.04 (47) (b) 3, (b) 5, (c) 1, (c) 2, (d) 1, (d) 2, (d) 3, (d) 4, (e) 4, (f) 1, (f) 2, and (f) 3. Education 6.22 - Curriculum Development and Evaluation addresses Section 7.04 (47) (b) 1, (c) 1, (d) 1, (d) 4, (d) 5 and (e) 1. Education 6.32 - Instructional Supervision addresses Section 7.04 (47) (b) 2, (b) 4, (c) 1, (d) 4, (e) 1, (e) 2, (e) 3, (e) 4, and (f) 3. The Supervisor/Director Program also has two program requirements relevant to the standards in Section 7.04 (47). Education 8.54 - Personnel Management addresses Section 7.04 (47) (b) 2, (b) 4, (c) 1, (c) 2, (d) 1, (e) 1, (e) 2, (e) 3, (e) 4 and (f) 3. Education 6.50 - Learning Theory and the Improvement of Instruction addresses Section 7.04 (47) (b) 6.

Syllabi for all the courses specify implementation activities and evaluation procedures for each of the competencies addressed (See Appendices C-I). A chart locating treatment of competencies in courses is presented in Appendix B. Students in the program may elect two courses as appropriate in their needs and interests. These must be selected in conjunction with the student's adviser from a list of courses selected for their pertinence to various standards of Section 7.04 (47) (See Appendix A).

## II. Field-Based Training

a. Courses in the program have been designed so as to include as much field base as possible. All of the core requirements are substantially field based. Education 7.18 - Methods of Edcuational Research and Evaluation requires that students retrieve specific items from library and data bank sources, conduct a needs assessment, and design and execute an evaluation study. Education 6.63 - Social Philosophy of American Education requires that students perform a sociological analysis of a school district or system, evaluate both the stated and implied philosophy of education in that unit, and analyze the reciprocal influence of the two. Education 8.30 - Education Management requires that students undertake a comprehensive organizational analysis of their educational institution or agency, including a needs analysis leading to programmatic recommendations, as well as making a site visit to a school system for a demonstration of a state-of-the-art PPBS system. Education 6.22 - Curriculum Development and Evaluation mandates field assignments in identifying and involving extra-institutional resources in the curriculum development process, planning and conducting a needs assessment and a curriculum evaluation. Education 6.32 - Instructional Supervision prescribes field assignments in interviewing instructional supervisors and teachers, as well as planning, and conducting a supervision project in an appropriate field setting (See Appendices C, D, F, G, H).

b. In addition to these core requirements, one of the program requirements, Education 8.54 - Personnel Management prescribes field assignments in interviewing personnel managers in the public and private sectors, participating in role-defined activities in supervision, staff evaluation and staff development in a school system, and developing a resource guide for use in personnel management (See Appendix I).

c. Finally, the lead-in to the practicum, Education 8.70 - Professional Improvement Field Experience is devoted to the field work necessary to arrange the practicum, including analysis of the role, specification of duities, lines of communication, scheduling, and the preparation of a suitable practicum proposal. This course thus constitutes the carrying out of field project in planning.

III. Completion Prior to Practicum

The Practicum Handbook states clearly in "Instructions for the Practicum in Administration," number 1: "a student ought to have completed at least eight courses in the program, including stipulated pre-practicum courses, and have no unmatched grade of 'C' prior to beginning the practicum" (See Appendix K).

(11) Characteristics of a Practicum. A practicum must be in the role and at the level of the certificate sought. Unless otherwise specified in these regulations, a practicum must be full-time for one semester, or half-time for two semesters, and include at least 300 clock hours at the practicum site(s). The candidate must take on clear instructional (or if appropriate, counselling or other administrative) responsibilities for at least half of this time, and the full responsibilities of the role for a substantial period. More than half of a practicum must be in one assignment. Only practicums for which academic credit is granted, and which are described as practicums in official publications of the college or university, will be accepted. Independent studies, seminars, and similar courses will not be accepted.

All students in the Supervisor Director Program must take Education 8.80 - Practicum in Administration which has been designed to meet the requirements of Sections 7.04 (47) (a) 4 for completion by students on a half practicum of 150 hours. In the advising process, each student is provided with a handbook detailing the rules and procedures guiding the practicum process. In this handbook, the "Instructions for the Practicum in Administration" specifies in number 6 that "students must undertake suitable responsibilities at the appropriate level," and in number 8 that "a minimum of 150 clock hours (½ time for one semester or ¼ time for the academic year), must be devoted to the action phase of the practicum, not including time spent in generating reports. The student must take on clear administrative duties for at least half that time, and full responsibilities for a substantial period" (See Appendix K). While it is almost always the case that the student will fulfill the entire practicum in a single assignment, it is possible that a given student may so design his/her practicum to encompass more than one assignment, in which case the advising process is used to ensure that more than half the practicum will be spent in one assignment. The only way in which a student may fulfill practicum requirement for the program is by taking Education 8.80 - Practicum in Administration, for which no substitute is permitted.

(12) Supervision of a Practicum. A practicum must be supervised jointly by a representative of the college or university in which the candidate is enrolled and by the cooperating practitioner(s). The cooperating practitioner responsible for the larger portion of the practicum and the university supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement on the final evaluation between the university supervisor and the cooperating practitioner will be resolved by the decision of a third person chosen by them.

The cooperating practitioner must hold or be specifically exempt from holding an appropriate certificate and must be or have once been tenured. Uncertified nonpublic school teachers may not serve as cooperating practitioners. The Burea is authorized to waive this regulation, upon the written request of a college or university, when a shortage of certified and tenured cooperating practitioners exists.

In the advising process, each student is provided with a handbook detailing the rules and procedures governing the practicum process (See Appendix K). This handbook was drawn up on the basis of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel," and frequently adopts the exact wording of state standards. It reflects the commitment of the University to joint supervision and evaluation of practicum students. The "Instructions for Practicum in Administration" provide in number 11 that "the university supervisor will be responsible for grading the practicum after reaching agreement on the grade with the cooperating administrator on the basis of the formative evaluations, study of the student's log and final report. Disagreement of the university supervisor and cooperating administrator on the final evaluation will be resolved by a third person chosen by them." The "Proposal Instructions" in this handbook provide in number 5 that "the practicum will be evaluated jointly by the university supervisor and the cooperating administrator with the assistance of input from the student. The three will meet at the onset of the practicum to approve the proposal, explain standards and procedures of evaluation, and agree on a mediator in the event mediation should become necessary." Moreover, the "Instructions for the Practicum in Administration" in the same handbook provide in number 7 that "the cooperating administrator must hold or be specifically exempt from holding the appropriate administrative certification and must be or have once been tenured." The "Practicum Final Report Cover Sheet," Part III, lists the tenure status and certification fields of the cooperating administrator.

(13) Internships. Not applicable to Administration Programs.

(14) Practicum or Internship Report. Candidates for certification must submit a report of their practicum or internship which includes the following information:

(a) the nature and length of pre-practicum field experiences
(b) practicum or internship course number and title, date, and credits earned, or a copy of the Bureau's internship approval
(c) grade level of students
(d) approximate number of clock hours spent in fulfilling the various responsibilities of the role
(e) name and position of college or university supervisor, cooperating practitioner(s), and local evaluators, if any
(f) evidence of three meetings (at the beginning, middle, and end of the practicum or internship) of the candidate, the university practitioner, if any.

No application for certification will be approved without this report except for those which fall under the Interstate Agreement on Certification of Educational Personnel.

Each student, in order to complete Education 8.80 - Practicum in Administration, must submit a complete final report detailing his/her achievement of the competencies mandated in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." The "Final Report Instructions" in the practicum handbook (See Appendix K) stipulate in number 4 that "the final report should bear the attached cover sheet, a copy of which must be submitted to the Bureau of Teacher Certification and Placement of the Massachusetts Department of Education by those applying for appropriate administrative certification." The appended form is that provided by the Bureau and contains spaces for reporting the information required by (a) to (e) above.

(15) Level of Practicum or Internship. Eahc practicum or internship must be designated for certification at one designated level and will be accepted at that level only. The appropriate official at the supervising institution must designate the level for which each such experience is a preparation.

The "Proposal Instructions" provided to students in the practicum handbook (See Appendix K) stipulate in number 3 that "the proposal must state clearly the level on which certification will be sought, and the activities of the practicum must be relevant to that level." In the case of the Supervisor/Director Certificate, item 19 below clearly implies that the level of the practicum ought to be the same as the level on which the candidate has teacher certification, and in the advising process care is taken to assure that candidates will conform to this expectation.

(16) - (18) - Not applicable to Administration Programs

(19) Supervisor/Director Certificate. This certificate is valid for employment in an administrative, department head, or curriculum specialist role in a field or at a level in which a candidate holds a certificate, and in which the practicum was served, as follows:

(a) in any field of knowledge (without reference to level) in which a candidate holds a certificate
(b) as a generalist at the levels (without reference to field) at which a candidate holds a certificate
(c) in pupil personnel for a candidate who holds a certificate in school psychology or school guidance
(d) as administrator of special education for a candidate who holds a certificate in special education or school psychology.

All students in the Supervisor/Director Program take the same course of studies (See Appendix A). The individual student's work is distinguished as to level in the various field projects in various courses. Thus, for example, students with elementary certification will do their project work in Education 6.22 - Curriculum Development and Evaluation on the level of elementary curriculum. Also, as noted in item (15) above, each student must do his/her practicum at the appropriate level. In the same way, students are able to distinguish their work as to field of knowledge. Moreover, in choosing electives, students have further opportunity for specialization, as desired.

(20) - (25) - Not applicable to Administration Programs.

(26) Certificates Issued. The following certificates will be issued under these regulations and will be valid for employment at the grade (or age) level indicated below. Certificates for which no level is specified are issued at four levels: K-3, 1-6, 5-9, and 9-12. Candidates may prepare and apply for these certificates at any one of these levels.

Certificates designated "all levels" are valid for employment by a school committee in the role indicated without reference to the grade level or age of students.

Certificates for some teachers and administrators responsible for children with special needs are valid in pre-school or nursery school and are designated "N."

Supervisor/Director (See item (19) above) various levels.

# PART II

## 7.03 Institutional Programs and Institutional Standards

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7.03 Institutional Programs and Institutional Standards

(a) Not applicable to Administration Program.

(b) Coordination and Administration - Responsibility for coordination of teacher education programs must be vested in one administrative office or unit. Though specialized programs may be offered through the appropriate departments or graduate schools, rather than through the department of school of education, the institution must identify all such programs and show how they are coordinated.

Administration and coordination of all programs must be clearly and publicly defined so that faculty, students, and cooperating school personnel know who is responsible for each component of each program.

The certification programs in school administration are the responsibility of the Department of Education in the College of Liberal Arts and Sciences. Administration of the programs is the responsibility Joseph M. McCarthy, Ph.D., Program Director for the M. Ed. in Administration and Supervision who reports directly to the Education Department Chairman, Donald M. Unger, Ed.D. All appropriate literature, brochures, catalog, bulletin, etc., direct interested parties to Dr. McCarthy.

(c) Evaluation and Development - Program evaluation is required including evaluation procedures which involve all constituencies (administration, graduates, faculty, students, cooperating schools). Evaluation must be directly related to program planning and development.

Information on the careers of graduates of preparatory programs must be supplied.

The present program has been developed with the cooperation of practitioners and preparers, faculty, administrators, students and alumni, and all of these constituencies are and will be routinely consulted in gauging the effectiveness of the program and suggesting modifications. In addition to consulting standards of professional organizations as a basis on which to measure the program (e.g., the Amercian Association of School Administrators' "Guidelines for the Preparation of School Administrators" and the "Standards for Academic and Professional Instruction" subscribed to by the American Educational Studies Association, the Society of Professors of Education and the Philosophy of Education Society), the Program has established its own Advisory Committee of practitioners and preparers to provide evaluation of program content and to suggest alternatives (See Appendix N). Regular meetings of Department faculty review accreditation requirements and assess progress in modifying programs, while periodic meetings of program faculty review input from a variety of constituencies and generate program modifications. Formal and informal course evaluation is sought from students as a means of improving courses and teaching methods (See Appendix L). Moreover, beginning with the 1981-82 academic year, each student in the program will be scheduled for an exit interview with faculty to review the student's performance and potential and to solicit advice from the student as to possible program modifications. An biennial followup of alumni is conducted by mail to solicit suggestions and keep track of career changes (See file summary of 1980 survey). Moreover, at the end of each student's practicum, cooperating administrators are asked to evaluate the student's preparation and make suggestions for program improvement (See Appendix K, "Questionnaire for Cooperating Administrators").

Placement Office surveys of graduates of the administration programs 1978-1980 found that of 60 program graduates, all 48 who responded were working in a related field. The average of earnings of the graduates was $18,000. Of those responding to the survey, 22% indicated that they were completely satisfied with Suffolk University, 17% indicated that they were very satisfied, and 8% indicated that they were adequately satisfied. No respondents indicated that they were unsatisfied (See Placement Reports, 1978, 1979 and 1980). A survey carried out by the Division of Administration, Supervision and Professional Improvement revealed that more than 25% of the program graduates had actually changed employment as a result of participation in the program, and over 50% had added administrative duties to their current position. Over 80% reported a practical benefit to their school or system as a result of their practicum (See Appendix M).

(d) Faculty Qualifications and Responsibilities - Faculty members in teacher preparatory programs must be qualified and competent in the fields in which they are teaching, and the staffing pattern in the program must ensure continuity. Those involved in supervision and/or advising shall have demonstrated competence in these roles. Faculty loads shall be reasonable and equitable, particularly in the areas of advising shall have demonstrated competence in these roles. Faculty loads shall be reasonable and equitable, particularly in the areas of advising and supervision.

The certification programs have been so arranged that full-time faculty teach courses in those theoretical and practical areas in which they have had most training and experience, e.g. research methods, philosophy, sociology, general management, instructional improvement, supervision, while adjunct faculty teach practical skill courses in areas in which they are involved in day-to-day practice. Of the full-time faculty involved in supervision and advising of students, one has over twenty-five years experience in these roles, and two have over ten years each. Faculty resumes are provided in Appendix I.

(e) Instructional Resources - Programs must be supported with whatever instructional resources (including books, curricular materials, audio-visual materials and equipment, specialized equipment, and facilities) are needed to meet program standards. The resources must be readily available to faculty and students.

In addition to the Suffolk University libraries which comprise a total of 196,500 books and 24,000 microtexts, the Administration and Supervision Program has its own small library of reference books, pamphlets, reports, curriculum guides, student guides, newsletters and simulation games available for use by faculty and students in the Curriculum Materials Center (See Appendix O). Moreover, students in Education 7.18, Methods of Educational Research and Evaluation must learn to utilize the ERIC data retrieval system and the Fenway Consortium (660,000 volumes), as well as interlibrary loans (See Appendix G). Both the College Library and the Curriculum Materials Center are responsive to the needs of the program and the Program Director routinely orders materials through both. The Instructional Media Center provides a variety of instructional hardware for classroom use and assists in the development of appropriate audio-visual software.

(f) Admission and Retention of Students - The criteria by which students are admitted to, and retained in, teacher preparatory programs must be directly related to the program's goals and standards. These criteria must be well-publicized and fairly administered. In particular, students must upon admission be informed of state and institutional standards they are expected to meet.

Admission to the program requires that a candidate exhibit above-average scholarship in previous academic work on the college level. An undergraduate GPA of 2.5 is considered a minimally acceptable level for the candidate. A student whose undergraduate GPA is below 2.5 may be permitted to enroll on probationary candidacy for admission to the program if a careful reading of the undergraduate transcript indicates that the GPA is low for statistically idiosyncratic reasons or when the applicant has previously completed graduate courses at another institution with grades of B or better. In such cases, the candidate may be admitted into the program upon satisfactory completion of two graduate courses appropriate to the program. Admissions requirements also include a personal interview with members of the Administration Program Admissions Committee, in which the candidate's commitment to the profession is assessed. In addition, candidates must demonstrate evidence of teacher certification or certifiability in Massachusetts, as well as three years teaching experience. Upon admission to the program, students are supplied with advising forms detailing program requirements, (See Appendix A) given a copy of the Massachusetts Board of Education's "Questions and Answers Regarding Certification," and informed of institutional standards for retention. Graduate coursework at other institutions indicates a probability of success in graduate work. These students must take a minimum of two appropriate courses within the program and are then reviewed for admission to the program on the basis of credentials and personal knowledge by faculty members.

Students enrolled in the program must offset any grade less than a B (but not less than a C) with the appropriate honor grade to maintain graduate degree candidacy. Only a maximum of six semester credits less than a B may be offset in this fashion. Should a student earn a third C, his or her continuance in the program is contingent on a review by the Committee on Admission and Retention, with a recommendation from the Program Director. Additionally, the student's continuation in the program is contingent upon his/her manifesting those characteristics of temperament conducive to developing and maintaining the competencies required by the certificate, and to effective professional conduct. Should any faculty member deem a candidate unfit for other than academic reasons, his/her entire record is reviewed by the members of the program faculty. If the original perception is supported, the student is referred to the Committee on Admissions and Retention.

(g) Advising and Counselling - The institution must provide adequate advising and counselling for students, and maintain cumulative records of students' progress in teacher preparatory programs.

Academic advising is provided through assignment of each student to an advisor upon entrance into the program. Career development information and strategies are provided in the Educational Management course (See Appendix H), and are also available through the Placement Office and Counseling Center. Students may also receive social/personal counseling through the Counseling Center, and have opportunities for self-exploration in various courses, e.g. when they take the School Administrator's Style Inventory in Education 8.30, Educational Management, when they utilize the Administrator's Philsoophy of Education Index in Education 6.63, Social Philosophy of American Education and when they engage in group discussions, problem-solving activities, etc. The Registrar's Office maintains a cumulative record of each student's academic progress, while the student's advisor maintains a file on each student for advising purposes.

(h) Relationships with Cooperating Schools - The administration and faculty of the program must develop working arrangements with schools and with cooperating educators so as to ensure that field experiences and practicum assignments are integral parts of the program. Cooperating practitioners and other school personnel involved in teacher education must be aware of program standards and procedures, meet regularly with faculty supervisors, and participate in program planning.

Each student, in planning his/her Practicum in Administation, must make arrangements with a school system and cooperating administrator and set up a joint meeting with the cooperating administrator and university supervisor at which agreement can be reached on the nature and purpose of the practicum, as well as secure approval for the given proposal. At the final meeting, the cooperating administrator is asked to comment upon the fit between the skills developed in the pre-practicum and the practicum experience, and his/her suggestions for program improvement are solicited (See Appendix K, "Questionnaire for Cooperating Administrator's).

(i) General Education - Not applicable to Administration Programs.

(j) Length of Program - Each program must be of sufficient length to enable the student to gain, and to demonstrate that he or she has gained, the knowledge and abilities listed under the program standards. In general this standard will be met by programs which include at least three quarters of the course work or other experiences and the entire practicum (or internship) required for the certificate in question in Chapter 7.04. All prerequisites listed in Chapter 7.04 must also be met by candidates for certification who complete approved programs.

The programs leading to Certification are a minimum of 36 hours tailored so as to provide all of the coursework/experiences required of students by these Standards.

(k) State Program Standards - Every teacher education program must be designed to prepare students to meet the Standards and performance criteria listed in Chapter 7.04. Students will be expected to demonstrate their proficiency in these areas during the practicu. The institution must show how components of its program(s) are related to the standards and criteria, and how it determines whetehr or not students have met the standards and criteria. Institutions may waive any component of a program except the internship (if any) and the second half of the practicum requirement for any student who can demonstrate that he or she has met the relevant program standards and criteria. Programs submitted for approval must specify the processes and the criteria to be used on this assessment. Records of students for whom program components have been waived shall include the specific criteria used in determining that the student has met the standards and criteria.

Program requirements as well as implementation activities and evaluation procedures are detailed in the responses to the various subsections of Section 7.04 (47 constituting Part III of this report. In no case may the practicum requirement be waived in this program. Should any other component be waived, an explanation of the reason is included on the student's "Personal Data and Graduate Record Form: (See Appendix A)..

## PART III

### 7.04 Individual Programs and Program Standards

(47) Supervisor/Director (various levels)

## SUPERVISOR/DIRECTOR PROGRAM

### CORE REQUIREMENTS:

ED 7.18 - Methods of Educational Research and Evaluation

ED 6.63 - Social Philosophy of American Education

ED 8.30 - Educational Management

ED 6.22 - Curriculum Development and Evaluation

ED 6.32 - Instructional Supervision

### PROGRAM REQUIREMENTS:

ED 8.54 - Personnel Management

ED 6.50 - Learning Theory and the Improvement of Instruction

### ELECTIVES:

Two courses to be chosen by the student in conjunction with his/her adviser from a list of courses appropriate to the competencies listed in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education "Regulations for the Certification of Educational Personnel."

### FIELD EXPERIENCE:

ED 8.70 - Professional Improvement Field Experience

ED 8.80 - Practicum in Administration

N.B. Alternative courses may be substituted for required courses only in unusual instances and after the student has demonstrated that he/she has met all competencies required in the course. In no case may the Practicum in Administration be waived.

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### 7.04 Supervisor/Director
(See also Section 7.02 (19))

(a) Requirements

1. possession of a Massachusetts teacher's certificate

Certifiability as a teacher in Massachusetts is required for admission into the certification programs (See catalog, bulletin).

(a) Requirements

2. three years of employment in the role covered by that certificate

Three years of employment in the role covered by that certificate is required for admission into the program (See catalog, bulletin).

(a) Requirements

3. completion of a pre-practicum consisting of 24 semester hours of course work and other experiences on the graduate level as defined by Standards I - V, below

See responses to Standards I - V, (b) through (f) below.

(a) Requirements

4. completion of a half practicum (150 clock hours (within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the Standards. The practicum or internship must include responsibility for supervision or direction within the same area of education (e.g., special education, elementary education, guidance, science) as the candidate's teacher's certificate)

Students must complete Education 8.80 - Practicum in Administration, and must complete it in the same area of education as their teaching certificate (See response to 7.02 (11) above).

(b) Standard I. The effective director or supervisor knows:

1. theories of curriculum design and evaluation

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) library research; and (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Design and Evaluation, the student will write a series of short position papers identifying and describing various theories of curriculum design and evaluation and commenting upon their applicability to curriculum management in a given school. The student will also plan, design and execute a curriculum evaluation based upon a format of proven reliability. (The Enabling Activities will include lectures, readings, discussions, library research, and field-based experience. See Appendix C).
- In Education 7.18 - Methods of Educational Research and Evaluation, the student will plan, design and execute a curriculum evaluation and prepare an evaluation report. (The Enabling Activities will include lectures, readings, and field-based experience. See Appendix G)

The student may give this standard particular reinforcement by electing courses as appropriate, e.g. Education 5.20 - Early Childhood Curriculum I, Education 5.21 - Early Childhood Curriculum II, Education 5.56 - Organization, Administration, and Curriculum Development for Distributive Education, and Education 10.01 - Curriculum Construction and Program Development in Business Education.

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(b) Standard I. The effective director or supervisor knows:

2. theories and techniques of supervision and evaluation of personnel

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) library research; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will prepare a research paper identifying and describing positive and negative aspects of various theories of supervision and evaluation of personnel, and use the information thus developed in designing and executing a field project in instructional supervision. (The Enabling Activities will include lectures, readings, discussions, library research and field-based experience (See Appendix D).)

- In Education 8.54 - Personnel Management, the student will prepare a research paper describing various theories of supervision and evaluation of personnel, as well as a record of observing their implementation in field settings, and will compile a resource guide for use in personnel management. (The Enabling Activities will include lectures, readings, discussions, library research, and field-based experience. (See Appendix I.)

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(b) Standard I. The effective director or supervisor knows:

3. organizational characteristics of schools and strategies for institutional change

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 8.30 - Educational Management, the student will present a comprehensive analysis of the organizational structure of a school, indicating problem areas and proposing strategies for bringing about needed changes in the school. (The Enabling Activities will include lectures, readings, discussions and field-based experience. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 7.40 - American Middle Schooling: Processes and Problems, Education 7.41 - American Secondary Schooling: Processes and Problems, Education 8.10 - Legal Aspects of School Administration, Education 8.41 - The Principalship, Education 8.50 - Leadership, and Education 9.99 - Field Project: Sociology of Education.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(b) Standard I. The effective director or supervisor knows:

4. theories and methods of staff development and inservice education

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) library research; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will prepare a research paper identifying and describing positive and negative aspects of various theories of staff development, and use the information thus developed in designing a model staff development program. (The Enabling Activities will include lectures, readings, discussions, library research and field-based experience. See Appendix D.)

- In Eduation 8.54 - Personnel Management, the student will present a detailed design for staff development as well as designing, delivering and evaluating an in-service workshop on instructional goals and improvement. (The Enabling Activities will include lectures, readings, discussions, library research and field-based experience. See Appendix I.)

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(b) Standard I. The effective director or supervisor knows:

5. sociology and philosophy of education

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) listening to audio tapes; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.63 - Social Philosophy of American Education, the student will present a comprehensive report describing and analyzing the interface between sociological components and philosophical rationales in an educational institution or agency. (The Enabling Activiites will include lectures, readings, discussions, listening to audio tapes, and field-based experience. See Appendix F.)

- In Education 8.30 - Educational Management, the student will present a comprehensive analysis of the organizational structure of a school. (The Enabling Activities will include lectures, readings, discussions and field-based experience. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 6.27 - Evolution of Educational Doctrine, Education 6.80 - Philosophy of Education - Foundations for Curriculum Study, Education 7.40 - American Middle Schooling: Processes and Problems, Education 7.41 - American Secondary Schooling: Processes and Problems, Education 9.98 - Field Project: Philosophy of Education, and Education 9.99 - Field Project: Sociology of Education.

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(b) Standard I. The effective director or supervisor knows:

6. recent research in methods of teaching and learning

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) library research; (e) listening to audio tapes; (f) making video tapes.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.50 - Learning Theory and the Improvement of Instruction, the student will prepare a research report on state of the art approaches to teaching and learning in the field and at the level at which he/she is seeking certification, and will make a videotape of microteaching some of these approaches. (The Enabling Activities will include lectures, readings, library research, listening to audio tapes, and making video tapes. See Appendix E.)

- In Education 7.18 - Methods of Educational Research and Evaluation, the student will retrieve from libraries and computer-based retrieval systems materials on recent research in methods of teaching and learning. (The Enabling Activities will include lectures, readings, and library research. See Appendix G.)

Students may reinfore this competency by electing courses as appropriate, e.g. Education 10.09 - Introduction to Research Methods in Business and Office Education, Education 10.10 - Research and Improvement in Shorthand-Transcription Instruction, Education 10.12 - Research and Improvement in Typewriting Instruction, and Education 10.13 - Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction.

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. presents instructional goals and policies effectively to teachers, students, parents, and the community

The Enabling Activities for this standard include the following: (a) lectures; (b) discussions; (c) group activities; (d) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Development and Evaluation, the student will present the stated goals and policies of an educational institution to a sample group consisting of teachers, students, parents, and community representatives, and will present a report detailing analysis of participant response. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix C.)

- In Education 6.32 - Instructional Supervision, the student will replicate the above with a different sample group, different presentation, and different evaluation instrument. (The Eanbling Activities will include lectures, discussions, and field-based experience. See Appendix D.)

- In Education 6.63 - Social Philosophy of American Education, the student wil, as a member of a small group, translate specialized terms and concepts into language easily understood by different groups of specialists and non-specialists. (The Enabling Activities will include lectures, discussions, and group activities. See Appendix F.)

- In Education 7.18 - Methods of Educational Research and Evaluation, the student will present an evaluation report in a format suitable for generalization to other reports to fellow professionals. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix G.)

- In Education 8.30 - Educational Management, the student will prepare a comprehensive set of recommendations regarding improving internal and external communications at his/her institution. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix H.)

- In Education 8.54 - Personnel Management, the student will design, deliver and evaluate an in-service workshop on instructional goals and improvement. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 5.78 - Group Process Counseling and Communication Skills, and Education 8.60 - Administrative Communication.

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

2. presents the needs and concerns of teachers and students to other administrators and to the community

The Enabling Activities for this standard include the following: (a) lectures; (b) discussions; (c) group activities; (d) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.63 - Social Philosophy of American Education, the student will, as a member of a small group, translate specialized terms and concepts into language easily understood by different groups of non-specialists. (The Enabling Activitites will include lectures, discussions, and group activities. See Appendix F.)

- In Education 7.18 - Methods of Educational Research and Evaluation, the student will present an evaluation report in a format suitable for generalization to other reports to administrators. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix G.)

- In Education 8.30 - Educational Management, the student will prepare a comprehensive set of recommendations regarding improving internal and external communica tions at his/her educational institution. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix H.)

- In Education 8.54 - Personnel Management, the student will design and conduct a needs assessment to identify and prioritize the concerns of both teachers and students. On the basis of this assessment, the student will draft an article for local publication and an outline for a presentation to administrators of the results of the assessment. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing Education 8.60 - Administrative Communication.

The student will also demonstrate the implementation of this standard in Education 8.80 - Practicum in Administration.

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community.

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) library research; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Development and Evaluation, the student will design and execute a curricular needs assessment based on an instrument of proven reliability and will present a written report. (The Enabling Activities will include lectures, readings, discussions, library research, and field-based experience. See Appendix C.)
- In Education 7.18 - Methods of Educational Research and Evaluation, the student will design and conduct a community-based needs assessment for potential application in an educational institution. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix G.)
- In Education 8.30 - Educational Management, the student will design and conduct a needs assessment as part of a larger analysis of organizational functioning of an educational institution. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix H.)
- In Education 8.54 - Personnel Management, the student will design and conduct a needs assessment to identify and prioritize the concerns of teachers and students. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing appropriate courses, eg.g. Education 5.74 - Assessment of Specific Learning Needs, Education 6.23 - Design, Coordination and Teaching of Training/Instructional

Programs, Education 6.24 - Improvement of Instruction in Community Education, Education 7.17 - Methods of Educational Research: Statistics, Education 7.43 - Community Education: Processes and Problems, Education 8.40 - Planning & Evaluation, Education 8.56 - Proposal Writing and Grant Development.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

2. plans and implements programs responsive to these needs

The Enabling Activities for this standard include the following: (a) lectures; (b) discussions; (c) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 8.30 - Educational Management, the student will design an appropriate program to meet the needs indicated by the needs assessment conducted in this course, and will include lines of responsibility, program activities, time lines and schedules, budget, and evaluation criteria. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix H.)

Students may reinforce this competency by electing appropriate courses, e.g. Education 6.23 - Design, Coordination and Teaching of Training/Instructional Programs, Education 7.43 - Community Education: Processes and Problems, Education 8.40 - Planning and Evaluation, and Education 8.56 - Proposal Writing and Grant Development.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers and the community. To meet this standard, the candidate will demonstrate that he or she:

3. allocates resources equitably and efficiently

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) feld trip and demonstration; (e) field-based experience.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 8.30 - Educational Management, the student will, as part of the project in organizational analysis and program development, design his/her proposed program in a PPBS format. (The Enabling Activities will include lectures, readings, discussion, field trip and demonstration, and field-based experience. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 8.40 - Planning and Evaluation, Education 8.41 - The Principalship, Education 8.55 - Collective Bargaining and Negotiation, and Education 10.15 - Administration and Supervision of Business Education Program.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers and the community. To meet this standard, the candidate will demonstrate that he or she:

4. encourages staff and community initiative in the development of instructional programs

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) group activities; (e) interviews; (f) field trip; (g) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Development and Evaluation, the student will interview individual teachers, administrators and parents regarding their views on the rationale for staff and community involvement in instructional programs, and will present an anecdotal record of these interviews. (The Enabling Activities will include lectures, readings, discussions, and interviews. See Appendix C.)
- In Education 6.32 - Instructional Supervision, the student will plan and conduct meetings of teachers and teacher-identified community members to encourage and plan strategies for involvement in instructional program development. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix D.)
- In Education 8.30 - Educational Management, the student will, as part of a small group, develop a rationale based on team management concepts, for staff and community involvement in instructional program development, and will prepare a record of his/her observations at a community school. (The Enabling Activities will include lectures, readings, discussions, and a field trip. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 6.24 - Improvement of Instruction in Community Education, Education 7.43 - Community Education: Processes and Problems, Education 8.41 - The Principalship, and Education 8.50 - Leadership.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers and the community. To meet this standard, the candidate will demonstrate that he or she:

5. coordinates related aspects of instructional programs

The Enabling Activities for this standard include the following: (a) lectures; (b) discussions; (c) field-based experience.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Design and Evaluation, the student will analyze an existing curriculum to determine the points at which coordination is necessary, the amount and types of coordination needed, the way in which coordination is caried out, as well as strategies for improving coordination, and will present a written report detailing the exercise. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix C.)

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) simulated activities; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.22 - Curriculum Development and Evaluation, the student will plan and conduct a curriculum evaluation and present an evaluation report which justifies techniques and instruments utilized. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix C.)

- In Education 6.32 - Instructional Supervision, the student will plan and conduct a teacher supervision project in which he/she will evaluate the performance of teachers and will present a report justifying evaluation techniques and instruments utilized. (The Enabling Activities will include lectures, readings, discussions, and field-based experience.

- In Education 7.18 - Methods of Educational Research, the student will complete the exercises in Fink and Kosecoff's Evaluation Primer Workbook, and will design and conduct a program/curriculum evaluation, including presentation of an evaluation report justifying techniques and instruments utilized. (The Enabling Activities will include lectures, readings, discussions, simulated activities, and field-based experience. See Appendix G.)

- In Education 8.54 - Personnel Management, the student will plan and conduct a project in supervision of non-teaching personnel in a school in which he/she will evaluate the performance of different categories of personnel and present a report justifying the techniques and instruments utilized. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 7.17 - Methods of Educational Research: Statistics, Education 8.40 - Planning and Evaluation, and Education 8.41 - The Principalship.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

2. uses the results of evaluation to improve programs and the performance of personnel

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will plan and conduct a teacher supervision project in which he/she, on the basis of an evaluation of the performance of teachers, design and utilize a cognitive dissonance/shared risk supervision procedure and present a report, including the results of the evaluation, records of meetings with teachers supervised, prescriptions for improvement, and results of the implementation of prescriptions. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix D.)
- In Education 8.54 - Personnel Management, the student will plan and conduct a project in supervision of non-teaching personnel in which he/she, on the basis of an evaluation of the performance of different categories of personnel, will design procedures for the improvement of personnel performance and present a report on the activity. (The Enabling Activities will include lectures, readings, discussions, and field-based experiences. See Appendix I.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 6.24 - Improvement of Instruction in Community Education, and Education 8.40 - Planning and Evaluation.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

3. supervises staff in an equitable, open and constructive manner

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will plan and conduct a teacher supervision project and present a report which will include statements by the teachers supervised addressing his/her supervisory behavior and making suggestions for improvement, as well as a statement by the student detailing how he/she implemented this standard and how his/her performance might be improved. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix D.)

- In Education 6.63 - Social Philosophy of American Education, the student will, as part of a small group, develop a philosophic rationale for equitable, open and constructive supervision, and detail behaviors different social groups would perceive as fostering or inhibiting this competency. (The Enabling Activities will include lectures, readings, discussions, group activities, and field-based experience. See Appendix F.)

- In Education 8.54 - Personnel Management, the student will plan and conduct a project in supervision of non-teaching personnel and present a report which will include statements by the persons supervised addressing his/her supervisory behavior and making suggestions for improvement, as well as a statement by the student detailing how he/she implemented this standard and how his/her performance might be improved. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 8.50 - Leadership, Education 8.55 - Collective Bargaining and Negotiation, and Education 10.15 - Administration and Supervision of Business Education Programs.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

4. evaluates his or her own role, behavior and performance

The Enabling Activities for this standard include the following: (a) lectures; (b) discussions; (c) inventory completion; (d) field-based experience.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will conduct a teacher supervision project and present a report, including an analysis of how he/she implemented the standard in supervising staff in an equitable, open and constructive manner and indicating how his/her performance might be improved. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix C.)

- In Education 6.63 - Social Philosophy of American Education, the student will, on the basis of completing The Administrator's Philosophy of Education Index, develop a statement of his/her educational philsophy. (The Enabling Activities will include lectures and inventory completion. See Appendix F.)

- In Education 8.30 - Educational Management, the student will, on the basis of completing the School Administrator's Style Inventory, develop a self-analysis of his/her administrative style preference and strengths/weaknesses in administrative skills. (The Enabling Activities will include lectures and inventory completion. See Appendix H.)

- In Education 8.54 - Personnel Management, the student will conduct a personnel supervision project and present a report, including an analysis of how he/she implemented the standard on supervising staff in an equitable, open and constructive manner and indicating how his/her performance might be improved. (The Enabling Activities will include lectures, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 5.36 - Administration in Early Childhood Education, and Education 8.50 - Leadership.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) group activities; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.63 - Social Philosophy of American Education, the student will, as part of a small group, develop a philosophic rationale for using democratic procedures in school administration and providing equal educational opportunity. (The Enabling Activities will include lectures, readings, discussions, and group activities. See Appendix F.)
- In Education 8.30 - Educational Management, the student will, as part of a comprehensive analysis of the organizational structure and functioning of an educational institution, report on problems associated with democratic functioning and present recommendations for constructive change. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 6.29 - Discipline in Schools, Education 8.50 - Leadership, Education 8.60 - Administrative Communication, Education 9.98 - Field Project: Philosophy of Education, and Education 9.99 - Field Project: Sociology of Education.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents and the community. To meet this standard, the candidate will demonstrate that he or she:

2. fosters a school environment favorable to openness of inquiry and devoid of ridicule

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) field-based experience.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.63 - Social Philosophy of American Education, the student will present a report analyzing the causes and effects of ridicule in schools and assessing the problems inherent in attempting to eliminate ridicule in educational institutions. (The Enabling Activities will include lectures, readings, and discussions. See Appendix F.)
- In Education 7.18 - Methods of Educational Research and Evaluation, the student will present a report analyzing case studies of unethical behavior in research and developing conclusions justifying the necessity of open inquiry. (The Enabling Activities will include lectures, readings, and discussions. See Appendix G.)
- In Education 8.30 - Educational Management, the student will, as part of a comprehensive analysis of organizational structure of a school, will identify problems associated with this standard and present recommendations for ensuring open inquiry and eliminating ridicule in the school. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix H.)

Students may reinforce this competency by electing courses as appropriate, e.g. Education 6.29 - Discipline in Schools, and Education 8.60 - Administrative Communication.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents and the community. To meet this standard, the candidate will demonstrate that he or she:

3. accepts and respects individual and group differences in values, religion, race, language, and social background

The Enabling Activities for this standard include the following: (a) lectures; (b) readings; (c) discussions; (d) group activities; (e) field-based experiences.

The Evaluation Activities for demonstrating the standard include the following:

- In Education 6.32 - Instructional Supervision, the student will, at the end of a project on teacher supervision, seek feedback from the teachers supervised regarding the equitableness, sensitivity and responsiveness of his/her supervisory behavior, and will develop a statement detailing how he/she implemented this standard and how his/her performance might be improved. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix C.)
- In Education 6.63 - Social Philosophy of American Education, the student will, as part of a small group, analyze the Reform Darwinist approach to individual differences, and describe specific instances of individual and group differences enriching educational practice. (The Enabling Activities will include lectures, readings, discussions, and group activities. See Appendix F.)
- In Education 8.30 - Educational Management, the student will, as part of a comprehensive analysis of the organizational structure of a school, identify problems associated with this standard and will propose

recommendations for constructive change to promote greater acceptance of individual and group differences. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix H.)

- In Education 8.54 - Personnel Management, the student will, at the end of a project on personnel supervision, seek feedback from personnel supervised regarding the equitableness, sensitivity and responsiveness of his/her supervisory behavior, and will develop a statement detailing how he/she implemented this standard and how his/her performance might be improved. (The Enabling Activities will include lectures, readings, discussions, and field-based experience. See Appendix I.)

Students may reinforce this competency by electing courses as apporpriate, e.g. Education 5.74 - Assessment of Specific Learning Needs, Education 5.75 - Individualizing Educational Plans for the Special Needs Child, Education 5.77 - Career and Vocational Education for the Special Needs Child, Education 6.29 - Discipline in Schools, Education 7.5 - Cross-Cultural Counseling, Education 8.60 - Administrative Communication, Education 9.98 - Field Project; Philosophy of Education, and Education 9.99 - Field Project: Sociology of Education.

The student will also demonstrate the implementation of this competency in Education 8.80 - Practicum in Administration.

## APPENDICES

## SUPERVISOR/DIRECTOR PROGRAM

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## SUPERVISOR/DIRECTOR PROGRAM

## LIST OF APPROVED ELECTIVES

Numbers in parentheses indicate competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel."

ED 5.20 - Early Childhood Curriculum I (I, 1)

ED 5.21 - Early Childhood Curriculum II (I, 1)

ED 5.22 - Designing and Developing a Day Care Center (I, 3)

ED 5.36 - Administration in Early Childhood (I, 3; IV, 4)

ED 5.56 - Organization, Administration, and Curriculum Development for Distributive Education (I, 1)

ED 5.74 - Assessment of Specific Learning Needs (III, 1; V, 3)

ED 5.75 - Individualizing Educational Plans for the Special Needs Needs Child (III, 1; V, 3)

ED 5.77 - Career and Vocational Education for the Special Needs Child (III, 2; V, 3)

ED 5.78 - Group Process Counseling and Communication Skills (II,1; II, 2)

ED 6.40 - Organization & Administration of School Counseling (I, 3)

ED 6.23 - Design, Coordination and Teaching of Training/Instructional Programs (III, 1; III,2)

ED 6.24 - Improvement of Instruction in Community Education (I, 1; III, 1; III,4; IV, 2)

ED 6.27 - Evolution of Educational Doctrine (I, 5)

ED 6.29 - Discipline in Schools (V, 1; V, 2; V, 3)

ED 6.80 - Philosophy of Education: Foundations for Curriculum Study (I, 3; I, 5)

ED 7.5 - Cross-Cultural Counseling (V,3)

ED 7.17 - Methods of Educational Research: Statistics (III, 1: IV, 1)

ED 7.40 - American Middle Schooling: Processes & Problems (I, 3; I, 5)

ED 7.41 - American Secondary Schooling: Processes & Problems (I, 3; I, 5)

ED 7.43 - Community Education: Processes & Problems (III, 1; III, 2; III, 4)

ED 7.66 - Administration & Supervision of Reading Programs (III, 1; III, 2)

ED 8.10 - Legal Aspects of School Administration (I, 3)

ED 8.40 - Planning & Evaluation (I, 2;II, 3; III, 1; III, 2; III, 3; (IV, 1; IV, 2)

ED 8.41 - The Principalship (I, 2;, I, 3; III, 3; III, 4; IV, 1; IV, 2; IV, 3; IV, 4)

ED 8.50 - Leadership (I, 3; III, 4; IV, 3; IV, 4; V, 1)

ED 8.55 - Collective Bargaining & Negotiation (III, 3; IV, 3)

ED 8.56 - Proposal Writing and Grant Development (III, 1; III, 2)

ED 8.60 - Administrative Communication (II, 1; II, 2; V, 1; V, 2, V, 3)

ED 9.98 - Field Project: Philosophy of Education (I, 3; I, 5; V, 1; V, 3)

ED 9.99 - Field Project: Sociology of Education (I, 3; I,5; V, 1; V, 3)

ED 10 - Directed Study (various)

ED 10.01 - Curriculum Construction & Program Development in Business Education (I,1)

ED 10.09 - Introduction to Research Methods in Business and Office Education (I,6; IV, 1)

ED 10.10 - Research and Improvement in Basic Business Instruction (I, 6)

ED 10.11 - Research and Improvement in Shorthand-Transcription Instruction (I, 6)

ED 10.12 - Research and Improvement in Typewriting Instruction (I, 6)

ED 10.13 - Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction ( I, 6)

ED 10.15 - Administration & Supervision of Business Education Programs (I, 3; III, 3; IV, 3)

# APPENDIX A

# ADVISING FORMS

BEST COPY AVAILABLE

S/D

# SUFFOLK UNIVERSITY
## PERSONAL DATA AND GRADUATE RECORD FORM
## SUPERVISOR/DIRECTOR PROGRAM

S.S.#________________

Name______________________________ MA Cert. #________________

Home Address____________________________________________
(no.) (street) (city/town) (state) (zip)

Work Address____________________________________________
(school/firm) (city/town) (state) (zip)

Home Phone__________________ Work Phone____________________

Undergraduate Degree_____ Institution_____________________

Year of Graduation_______ Major_____________ Minor_____________

Previous Grad Degree_____ Institution_____________________

Year of Graduation_______ Major_____________ Minor_____________

Teaching Experience_____________________________________
(# of years) (locations)

| CORE REQUIREMENTS: | TAKEN (Sem.) | TRANSFERRED (School) | WAIVED (Why?) |
|---|---|---|---|
| Meth. of Ed. Res. & Eval. | | | |
| Soc. Phil. of Am. Ed. | | | |
| Ed. Management | | | |
| Curric. Devel. & Eval. | | | |
| Instr. Supervision | | | |
| S/D PROG. REQUIREMENTS: | | | |
| Personnel Mgmt. | | | |
| Learn. Theory & Imp. Instr. | | | |
| ELECTIVES: | | | |
| ______________________ | | | |
| ______________________ | | | |
| FIELD EXPERIENCE: | | | |
| Prof. Imp. Field Exper. | | | |
| Practicum in Admin. | | | |

# APPENDIX B

## CHART

## TREATMENT OF COMPETENCIES IN COURSES

## SUPERVISOR/DIRECTOR PROGRAM

## TREATMENT OF COMPETENCIES IN COURSES

| 7.04 (47) COMPETENCIES | COURSES | | | | | | |
|---|---|---|---|---|---|---|---|
| | ED 6.22 | ED 6.32 | ED 6.50 | ED 6.63 | ED 7.18 | ED 8.30 | ED 8.54 |
| Standard I: The effective director or supervisor knows: | | | | | | | |
| 1. theories of curriculum design and evaluation | ● | | | | ● | | |
| 2. theories and techniques of supervision and evaluation of personnel | | ● | | | | | ● |
| 3. organizational characteristics of schools and strategies for institutional change | | | | | | ● | |
| 4. theories and methods of staff development and in-service education | | ● | | | | | ● |
| 5. sociology and philosophy of education | | | | ● | | ● | |
| 6. recent research in methods of teaching and learning | | | ● | | ● | | |
| Standard II: The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she: | | | | | | | |
| 1. presents instructional goals and policies effectively to teachers, students, parents, and the community | ● | ● | | ● | ● | ● | ● |
| 2. presents the needs and concerns of teachers and students to other administrators and to the community | | | | ● | ● | ● | ● |

## TREATMENT OF COMPETENCIES IN COURSES

| 7.04 (47) COMPETENCIES (Cont.) | COURSES | | | | | | |
|---|---|---|---|---|---|---|---|
| | ED 6.22 | ED 6.32 | ED 6.50 | ED 6.63 | ED 7.18 | ED 8.30 | ED 8.54 |
| Standard III: The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she: | | | | | | | |
| 1. analyzes and defines the educational needs of students, teachers and the community | ● | | | | ● | ● | ● |
| 2. plans and implements programs responsive to these needs | | | | | | ● | |
| 3. allocates resources equitably and efficiently | | | | | | ● | |
| 4. encourages staff and community initiative and involvement in the development of instructional programs | ● | ● | | | | ● | |
| 5. coordinates related aspects of instructional programs | ● | | | | | | |
| Standard IV: The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she: | | | | | | | |
| 1. selects, uses, and interprets appropriate evaluation techniques and instruments | ● | ● | | | ● | | ● |
| 2. uses the results of evaluation to improve programs and the performance of personnel | | ● | | | | | ● |

## TREATMENT OF COMPETENCIES IN COURSES

| 7.04 (47) COMPETENCIES (Cont.) | COURSES<br>ED 6.22 | <br>ED 6.32 | <br>ED 6.50 | <br>ED 6.63 | <br>ED 7.18 | <br>ED 8.30 | <br>ED 8.54 |
|---|---|---|---|---|---|---|---|
| 3. supervises staff in an equitable, open, and constructive manner | | ● | | ● | | | ● |
| 4. evaluates his or her own role, behavior and performance | | ● | | ● | | ● | ● |
| Standard V: The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she: | | | | | | | |
| 1. actively promotes the principles of a democratic society | | | | ● | | ● | |
| 2. fosters a school environment favorable to openness of inquiry and deviod of ridicule | | | | ● | ● | ● | |
| 3. accepts and respects individual and group differences in values, religion, race, language and social background | | ● | | ● | | ● | ● |

# APPENDIX C

## EDUCATION 6.22 - SYLLABUS

Suffolk University

# SYLLABUS

## ED 6.22: CURRICULUM DEVELOPMENT AND EVALUATION

Instructor:
Phone:
Office hours:

Purpose: This course will provide students with knowledge and skills in the theoretical and practical dimensions of curriculum design, development, implementation and evaluation.

Learning Objectives: At the end of this course, participants will be able to:

- explain the implications of the differences between various theories of curriculum design and evaluation;
- describe the process of synthesizing macro and micro curriculum in response to the knowledge explosion;
- discuss the implications of various philosophic positions for present and future curriculum design and evaluation;
- design and implement a curricular needs analysis for a school;
- develop strategies for involving all school constituencies in curriculum development;
- design and implement a curriculum evaluation;
- present instructional goals and policies effectively;
- analyze and improve coordination of related aspects of curriculum in a school.

Requirements: In this course, the student will:

- participate enthusiastically in class activities;
- read the text and readings on reserve carefully;
- research and write four short position papers on theories of curriculum design and evaluation, and their application in a given school setting;

- tape a presentation of instructional goals and policies, and develop and analyze audience feedback;
- write an anecdotal record of interviews regarding staff and community involvement in curriculum development
- analyze points of coordination of a curriculum and suggest strategies for improvement;
- design and conduct a curricular needs assessment based on a format of proven reliability;
- design and conduct a curriculum evaluation based on a format of proven reliability
- complete a final examination.

Text: Tanner and Tanner, Curriculum Development: Theory into Practice. N.Y.: Macmillan, 1980.

Readings on Reserve:

Combs, Stanley B., "A Summary of a Survey of Student Involvement in Curriculum." Journal of Secondary Education, October 1970, pp. 161-177.

English, Fenwick, Needs Assessment: A Focus for Curriculum Development. Washington, D.C.: ASCD, 1975.

Harmer, Earl W., "Veteran Teachers and Curriculum Development." Phi Delta Kappan, June 1977, pp.351-352.

Kelly, Albert V. The Curriculum: Theory and Practice. N.Y.: Harper and Row, 1977.

Lewy, Arieh. Handbook of Curriculum Evaluation. N.Y.: Longman, 1977.

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon, How to Present an Evaluation Report. Beverly Hills: Sage, 1978.

Trump, J. Lloyd, Secondary School Curriculum Improvement: Meeting the Challenges of the Times. Boston: Allyn and Bacon, 1979.

Wiles, Jon and Joseph Biondi, Curriculum Development: A Guide to Practice. Columbus, OH: Merrill, 1979.

Schedule:

Session 1: Introduction

Session 2: Changing Conceptions of Curriculum

Session 3: Knowledge and the Curriculum

Session 4: Conflicting Educational Theories
N.B.-Interview assignments due

Session 5: Society, Knowledge and the Learner
N.B.-Goals and policies presentations due

Session 6: American Curriculum Traditions

Session 7: Contemporary Education and Curriculum

Session 8: Curriculum Reform and Reconstruction
N.B.-Coordination analysis due

Session 9: Curriculum and the Technological Society
N.B.-Position papers due

Session 10: Needs Assessment, Design and Analysis

Session 11: Curriculum Improvement: Teacher's Role

Session 12: Curriculum Improvement: Supervisor's Role

Session 13: Evaluation for Curricular Improvement
N.B.: Needs assessment and curriculum evaluation due

Competencies in Section 7.04 (47) and (48) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 1: the effective administrator knows theories of curriculum design and evaluation.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will write a series of short position papers identifying and describing various theories of curriculum design and evaluation, and commenting upon their applicability to curriculum management in a given school. The student will also plan, design and execute a curriculum evaluation based upon a format of proven reliability.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will present the stated goals and policies of an educational institution to a sample group consisting of teachers, students, parents and community representatives, and will present a report detailing analysis of participant response.

III, 1: the effective administrator analyzes and defines the educational needs of students, teachers, and the community.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will design and conduct a curricular needs assessment based on an instrument of proven reliability and will present a written report.

III, 4: the effective administrator encourages staff and community initiative in the development of instructional programs.

Enabling Activities: lectures, readings, discussions, and interviews.
Evaluation Activities: the student will interview individual teachers, administrators, and parents regarding their views on the rationale for staff and community involvement in developing instructional programs, and will present an anecdotal record of these interviews.

III, 5: the effective administrator coordinates related aspects of instructional programs.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will analyze an existing curriculum to determine the points at which coordination is necessary, the amount and types of coordination needed, the way in which coordination is carried out, as well as strategies for improving coordination, and will present a written report detailing the exercise.

IV, 1: the effective administrator selects, uses, and interprets appropriate evaluation techniques and instruments.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a curriculum evaluation and present an evaluation report which justifies techniques and instruments utilized.

# APPENDIX D

## EDUCATION 6.32 - SYLLABUS

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# Suffolk University

## SYLLABUS

### ED 6.32: INSTRUCTIONAL SUPERVISION

Instructor:
Phone:
Office hours:

Purpose: This course is a field-based introduction to the theory and technique of promoting constructive change in teaching through the use of humanistic supervision methods emphasizing supportive communication.

Learning objectives: At the end of this course, the student will be able to:

- explain the implications for instructional supervisory behavior of organization theory, leadership theory, communication theory, decision-making theory, and change theory;
- analyze results from evaluation tools peculiar to supervision of professionals for improvement in performance;
- design and implement a teacher supervision program based on cognitive dissonance/shared risk strategies;
- locate, identify and evaluate information sources within and outside the profession, and modify information to comply with conditions prevailing in the profession;
- organize and present the goals, objectives and policies of the instructional process to professionals and non-professionals;
- involve staff and community in improving instruction;
- develop strategies and formats for improving staff development.

Requirements: In this course, the student will:

- participate enthusiastically in classes;
- read text and readings on reserve carefully;
- write a research paper on theories of supervision and evaluation;
- write a research paper on theories of staff development;

- plan and conduct a meeting of professionals and nonprofessionals to foster involvement in instructional development;
- tape a presentation of instructional goals and policies, and develop and analyze feedback;
- plan and conduct a teacher supervision project;
- complete a final examination.

Text: Alfonso, Firth, and Neville, Instructional Supervision: A Behavior System. 2d ed.; Boston: Allyn and Bacon, 1981.

Readings on Reserve:

Blumberg, Arthur, Supervisors and Teachers: A Private Cold War. Berkeley: McCutchan, 1980.

Crocker-Citizens National Bank, Supervision of Employees - Case Studies. Reading, MA: Addison-Wesley, 1970.

Festinger, Leon, "The Motivating Effect of Cognitive Dissonance." From Assessment of Human Motivation, Gardner Lindzey, ed. N.Y.: Rinehart, 1958, pp. 65-86.

Maier, Norman, et al., The Role Play Technique: A Handbook for Management and Leadership Practice. La Jolla, CA: University Associates, 1975.

Rosen, Ned, Supervision: A Behavioral View. Columbus, OH: Grid, 1973.

Schedule:

Session 1: Supervision as an Organizational Imperative

Session 2: Instructional Supervisory Behavior

Session 3: Supervisory Skill Mix

Session 4: Educational Environments and Supervisory Services
N.B.-Goals and policies presentations due

Session 5: Staff Development Processes

Session 6: Staff Development Programs
N.B.-Supervision/evaluation theory research paper due

Session 7: Staff/Community Involvement in Instructional Improvement

Session 8: Delivery of Supervision
N.B.-Staff development research paper due

Session 9: Organization Theory and Supervisory Behavior

Session 10: Leadership Theory and Supervisory Behavior
N.B.-Staff/community involvement meeting report due

Session 11: Communication Theory and Supervisory Behavior

Session 12: Decision Theory and Supervisory Behavior

Session 13: Change Theory and Supervisory Behavior
N.B.-Teacher supervision project report due

Competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 2: the effective administrator knows theories and techniques of supervision and evaluation of personnel.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will prepare a research paper identifying and describing positive and negative aspects of various theories of supervision and evaluation of personnel, and use the information thus developed in designing and executing a field project in instructional supervision.

I, 4: the effective administrator knows theories and methods of staff development and in-service education.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will prepare a research paper identifying and describing positive and negative aspects of various theories of staff development, and use the information thus developed in designing a model staff cevelopment program.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will present the stated goals and policies of an educational institution to a sample group consisting of teachers, students, parents, and community representatives, and will present a report detailing analysis of participant response.

III, 4: the effective administrator encourages staff and community initiative in the development of instructional programs.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct meetings of teachers and teacher-identified community members to encourage and plan strategies for involvement in instructional program development.

IV, 1: the effective administrator selects, uses, and interprets appropriate evaluation techniques and instruments.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a teacher supervision project in which he/she will evaluate the performance of teachers and will present a report justifying evaluation techniques and instruments utilized.

IV, 2: the effective administrator uses the results of evaluation to improve programs and the performance of personnel.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a teacher supervision project in which he/she will, on the basis of an evaluation of the performance of teachers, design and utilize a cognitive dissonance/shared risk supervision procedure and present a report, including the results of the evaluation, records of meetings with teachers supervised, prescriptions for improvement, and results of the implementation of prescriptions.

IV, 3: the effective administrator supervises staff in an equitable, open and constructive manner.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a teacher supervision project and present a report which will include statements by the teachers supervised addressing his/her supervisory behavior and making suggestions for improvement, as well as a statement by the student detailing how he/she implemented this standard and how his/her performance might be improved.

IV, 4: the effective administrator evaluates his or her own role, behavior and performance.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will conduct a teacher supervision project and present a report, including an analysis of how he/she implemented the standard on supervising staff in an equitable, open and constructive manner and indicating how his/her performance might be improved.

Competencies in Section 7.04 (48) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course are the same as the above, with the exception of I, 4, which does not appear in (48).

# APPENDIX E

## EDUCATION 6.50 - SYLLABUS

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## Suffolk University

## SYLLABUS

## ED 6.50: LEARNING THEORY AND THE IMPROVEMENT OF INSTRUCTION

Instructor:
Phone:
Office hours:

Purpose: This course examines major theories of learning so as to suggest instructional improvement strategies on the basis of recent research in teaching and learning.

Learning Objectives: At the end of this course, the student will be able to:

- identify and describe the major learning theories now affecting public school teaching and learning;
- explain the empirical base and the philosophical implications of these theories;
- locate recent research in the teaching and learning of the subject matter/level in which he/she is teaching;
- identify and utilize periodicals, organizations and other resources for instructional improvement;
- utilize recent research to improve instruction;

Requirements: In this course, the student will:

- participate enthusiastically in class activities;
- read text and readings on reserve carefully;
- research and write a state-of-the-art report on approaches to teaching and learning in a given subject matter/level;
- videotape the microteaching of some of these approaches;
- complete a final examination.

Text: Tamar Levin, Effective Instruction. Alexandria, VA: ASCD, 1981.

Readings on Reserve:

Anderson, L.W. and C.C. Scott, "The Relationship Among Teaching Methods, Student Characteristics, and Student Involvement in Learning." Journal of Teacher Education (1978), 52-63.

Bloom, Benjamin S., Human Characteristics and School Learning. N.Y.: McGraw-Hill, 1976.

Bruner, Jerome S., Toward a Theory of Instruction. Cambrdige: Harvard University Press, 1966.

Drabman, R.S. and R.D. Tucker, "Why Classroom Token Economies Fail." Journal of School Psychology (1974), 178-188.

Holt, John, How Children Learn. N.Y.: Pitman, 1967.

Jennings, Wayne and Joe Nathan, "Startling/Disturbing Research on School Program Effectiveness." Phi Delta Kappan, March 1977, pp. 568-572.

Levin, Tamar et al., "Behavioral Patterns of Students Under an Individualized Learning Strategy." Instructional Science (1980), 85-100.

Maslow, Abraham H , Toward a Psychology of Being. 2d ed.; N.Y.: Van Nostrand Reinhold, 1968.

Skinner, B.F., Beyond Freedom and Dignity. N.Y.: Knopf, 1971.

Travers, R.M.W., Second Handbook of Research on Teaching. Chicago: Rand McNally, 1973.

Wadsworth, B.J., Piaget for the Classroom Teacher. N.Y.: Longman, 1968.

Schedule:

Session 1: Introduction
The Importance of research; applications to teaching.
Reading: Jennings & Nathan.

Session 2: Locating Recent Research
Books; reference sources; periodicals; data banks; organizations and agencies.

Session 3: Cognitive Psychology I: Theory
Gestalt psychology; Bruner's theory of insight and discovery; Piaget's stages of cognitive development; Ausubel's reception learning; metaphysical assumptions.
Reading: Bruner.

Session 4: Cognitive Psychology II: Curriculum Design
Discovery teaching; using open classrooms; planning for different cognitive styles.
Reading: Levin, "Behavioral Patterns."

Session 5: Behaviorism I: Theory
Thorndike's respondent conditioning; Skinner's operant conditioning; schedules of reinforcement; ethical problems.
Reading: Skinner.

Session 6: Behaviorism II: Classroom Management
Reinforcement in classrooms; programmed instruction; classroom management.
Reading: Drabman & Tucker.

Session 7: Humanism I: Theory
Maslow's self-discovery; Rogers' learner-centered approach; Combs' self-concept theory.
Reading: Maslow.

Session 8: Humanism II: Motivation
Increasing achievement motivation; increasing levels of aspiration; reducing classroom anxiety.
Reading: Holt.

Session 9: Active Learning Time
ALT and achievement; improving class and student involvement.
Reading: Levin, ch. 1.

Session 10: Feedback-Corrective Procedures
Effects of F-CP; grades; praise; performance standards.
Reading: Levin, ch. 2.

Session 11: Instructional Cues
Objectives; questions; visual aids; improving instructional cues.
Reading: Levin, ch. 3.

Session 12: Evaluating Instruction
Observation; rating scales; student questionnaires; self-evaluation.
Reading: Levin, ch. 4.

Session 13: Implications for Teaching and Learning
Individual differences; classroom climate.
Reading: Levin, ch. 5; Anderson & Scott.

Competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 6: the effective administrator knows recent research in methods of teaching and learning.

Enabling Activities: lectures, readings, library research, listening to audio tapes, and making video tapes.
Evaluation Activities: the student will prepare a research report on state of the art approaches to teaching and learning in the field and at the level at which he/she is seeking certification, and will make a videotape of microteaching some of these approaches.

## APPENDIX F

## EDUCATION 6.63 - SYLLABUS

BEST COPY AVAILABLE

## Suffolk University

## SYLLABUS

## ED 6.63: SOCIAL PHILOSOPHY OF AMERICAN EDUCATION

Instructor:
Phone:
Office hours:

Purpose: This course will explore the interplay of social forms and idea systems in shaping the process of schooling. Particular attention is paid to practcial dimensions of social class/ethnic/racial factors in school group relations and communication.

Learning Objectives: At the end of this course, the student will be able to:

- Describe the major questions at issue in contemporary American education and trace their origins in the evolution of American educational practice;
- Assess the impact on educational thought and practice of bureaucratization, industrialization, and professionalization;
- Distinguish democratic elitism from professional elitism and explain the implications of both for educational functioning.
- Analyze his/her own philosophic assumptions regarding education;
- Describe and analyze the philosophic assumptions guiding educational practcice in a given educational institution or agency;
- Describe and analyze the sociological components of a given educationa institution or agency;
- Assess the reciprocal influence of philosophical assumptions and sociological componenents in shaping the practice of an educational institution or agency;
- Utilize sociological data to improve school communications;
- Develop philosophic rationales for various adminisrative behaviors.

Requirements: In this course, the student will:

- participate enthusiastically in class activities, especially group tasks;
- read texts and readings on reserve carefully according to the schedule below;
- submit a field project analyzing the philosophical and sociological characteristics of an educational institution with particular reference to their reciprocal influence in shaping educational practice;
- submit a written report on the effects of ridicule in schools, with recommendations for eliminating it;
- complete a final examination.

Texts: Nasaw, David, Schooled to Order: A Social History of Public Schooling in the United States. N.Y.: Oxford University Press, 1979.

Noll, James W., Taking Sides: Clashing Views on Controversial Educational Issues. Cuilford, CT: Dushkin, 1980.

Spring, Joel, Educating the Worker-Citizen: The Social, Economic, and Political Foundations of Education. N.Y: Longman, 1980.

Readings on Reserve:

Dewey, John, "My Pedagogic Creed."

Katz, Michael B., "From Voluntarism to Bureaucracy." From his Education in American Society. N.Y.: Praeger, 1973, pp. 38-51.

________. "Twentieth-Century School Reform: Notes Toward a History." From his Class, Bureaucracy and Schools: The Illusion of Educational Change in America. Expanded ed.; N.Y.: Praeger, 1975, pp. 105-146.

Kozol, Jonathan, Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in Boston Schools.

Schrag, Peter, Village School Downtown.

Tyack, David, "Growing Up Black: The Education of the Negro." From his Turning Points in American Educational History. Waltham, MA: Blaisdell, 1969, pp. 264-313.

Schedule:

Session 1: Introduction
Administration and interpretation of the Administrator's Philosophy of Education Inventory.

Session 2: Philosophical Goals of Education
Primary goals; curricular organization; freedom and control; moral development; effective instruction.
Reading: Noll, I, 1-5.

Session 3: Bureaucracy in Education I
Origins of American school systems; nationalism, representation and bureaucracy; from voluntarism to bureaucracy; conflict and consensus perspectives.
Reading: Nasaw, chs. 1-5; Spring, ch. 1; Katz, "From Voluntarism to Bureaucracy."

Session 4: Bureaucracy in Education II
Contemporary structure of the school; bureaucracy in higher education; schools as people-processing organizations; student culture and youth culture; philosophic approaches to alternatives; Illich and deschooling.
Reading: Noll, III, 13-14.

Session 5: The Impact of Industrialization
Industrial efficiency and school reform in the Progressive Era and after; the alienation of the worker; the education-occupation nexus; the university and technological development.
Reading: Nasaw, chs. 6-10; Dewey, "My Pedagogic Creed"; Spring, ch. 2.

Session 6: Professionalization and Education
Teachers and professionalism; teacher organizations; teacher power; professionalization and scientific management.
Reading: Spring, ch. 5; Noll, II, 11.

Session 7: Governance and Control
Theories of democratic elitism; administrative elitism and professional control; production of knowledge and government control of education; centralization and decentralization.
Reading: Spring, ch. 6-7; Noll, II, 9.

Session 8: Stratification and Mobility I
Access in postwar higher education; the national interest and private higher education; expansion of public higher education; sociology and philosophy of the student revolt; open admissions.
Reading: Nasaw, chs. 11-15.

Session 9: Stratification and Mobility II
Patterns of educational attainment and achievement; social mobility, the professions and bureaucratic organization; congruence and conflict of equal educational opportunity and social mobility.
Reading: Spring, ch. 4; Noll, II, 8.

Session 10: School, Community and Diversity I
Sociological perspectives on school-community relations; the socialization of blacks and other minorities; schools in minority communities; schools in urban ethnic villages; discrimination and integration.
Reading: Tyack, "Growing Up Black"; Kozol, Death at an Early Age; Schrag, Village School Downtown.

Session 11: School, Community and Diversity II
Small town schools; schools in affluent suburbs; the social goals of schools; the problem of multicultural education.
Reading: Noll, II, 6-7; Katz, "Twentieth-Century School Reform".

Session 12: Small Group Activities

Session 13: Education and Economics
Human capital and education; education and economic growth; private vs. government financing; free public schools and equality of educational opportunity.
Reading: Spring, chs. 3 & 8; Noll, III, 15.

Competencies in Section 7.04 (47) and (48) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 5: the effective administrator knows sociology and philosophy of education.

Enabling Activities: lectures, readings, discussions, listening to audio tapes, and field-based experience.
Evaluation Activities: the student will present a comprehensive report describing and analyzing the interface between sociological components and philosophical rationales in an educational institution or agency.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and group activities.
Evaluation Activities: the student will, as a member of a small group, translate specialized terms and concepts into language easily understood by different groups of specialists and non-specialists.

II, 2: the effective administrator presents the needs and concerns of teachers and students to other administrators and to the community.

Enabling Activities: lectures, discussions, and group activities.
Evaluation Activities: the student will, as a member of a small group, translate specialized terms and concepts into language easily understood by different groups of non-specialists.

IV, 3: the effective administrator supervises staff in an equitable, open and constructive manner.

Enabling Activities: lectures, readings, discussions, group activities, and field-based experience.
Evaluation Activities: the student will, as part of a small group, develop a philosophic rationale for equitable, open and constructive supervision, and detail behaviors different social groups would perceive as fostering or inhibiting this competency.

V, 1: the effective administrator actively promotes the principles of a democratic society.

Enabling Activities: lectures, readings, discussions, and group activities.
Evaluation Activities: the student will, as part of a small group, develop a philosophic rationale for using democratic procedures in school administration and providing equal educational opportunity.

V, 2: the effective administrator fosters a school environment favorable to openness of inquiry and devoid of ridicule.

Enabling Activities: lectures, readings and discussions.
Evaluation Activities: the student will present a report analyzing the causes and effects of ridicule in schools and assessing the problems inherent in attempting to eliminate ridicule in educational institutions.

V, 3: the effective administrator accepts and respects individual and group differences in values, religion, race, language, and social background.

Enabling Activities: lectures, readings, discussions, and group activities.
Evaluation Activities: the student will, as part of a small group, analyze the Reform Darwinist approach to individual differences, and describe specific instances of individual and groups differences enriching educational practice.

## APPENDIX G

## EDUCATION 7.18 - SYLLABUS

Suffolk University

SYLLABUS

## ED E 7.18: METHODS OF EDUCATIONAL RESEARCH AND EVALUATION

Instructor:
Phone:
Office hours:

Purpose: This course exists to ground students in the basic heuristic, analytic and synthetic procedures for doing research, evaluation studies and needs assessment. Participants will become familiar with research tools and develop competencies in their use.

Learning Objectives: At the end of the course, participants will be able to:

- explain the usefulness of research and evaluation competencies to the educational practitioner;
- demonstrate the necessity of careful adherence to legal and ethical norms and the ideals of open inquiry in carrying out research and evaluation studies;
- use library information resources to locate recent research in teaching and learning;
- retrieve specific items from the ERIC system;
- specify strengths and weaknesses of research tools, including instruments, sampling, interviews, questionnaires, etc.;
- design and execute a needs assessment;
- design and execute a curriculum/program evaluation;
- utilize a standard format for presentation of reports.

Requirements: In this course, the student will:

- participate enthusiastically in classes;
- read text and readings on reserve carefully;

- retrieve specific items of recent research from libraries and data banks;
- plan and conduct a needs assessment;
- plan and conduct a program/curriculum evaluation;
- complete both mid-term and final examinations.

Texts:

Fink, Arlene and Jacqueline Kosecoff, An Evaluation Primer. Beverly Hills, CA: Sage, 1978.

_________. An Evaluation Primer Workbook: Practical Exercises for Educators. Beverly Hills, CA: Sage, 1978.

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon, How to Present an Evaluation Report. Beverly Hills, CA: Sage, 1978.

Readings on Reserve:

Best, John W., "The Use of Reference Materials." From his Research in Education. 4th ed.; Englewood Cliffs, NJ: Prentice-Hall, 1981, pp. 307-369.

Borg, Walter R. and Meredith Damien Gall, "Ethics, Legal Constraints and Human Relations in Education." From their Educational Research: An Introduction. 3d ed.; N.Y.: Longman, 1979, pp. 75-95.

Britell, Jenne K., "The Dangers of Suppressed Research." New York Times, January 4, 1981.

"Cancer Research Data Falsified: Boston Project Collapses." Boston Globe, June 29-July 1, 1980.

Caulley, Darrel N. and Judith A. Dawson, "Quantitative Versus Qualitative Evaluation." From Louis Rubin, ed., Critical Issues in Educational Policy: An Administrator's Overview. Boston: Allyn & Bacon, 1980, pp. 354-362.

Davis, H.R. and S.E. Salasin, "The Utilization of Evaluation." From Handbook of Evaluation Research, E.L. Streuning and M. Guttentag, eds. Beverly Hills, CA: Sage, 1975, vol. 1, pp. 621-666.

Hearnshaw, Leslie S., *Cyril Burt, Psychologist*. Ithaca: Cornell University Press, 1979.

*How to Use ERIC*. Washington: USGPO, 1977.

Kaufman, Roger and Susan Thomas. "Evaluation and Needs Assessment." From their *Evaluation Without Fear*. N.Y.: New Viewpoints, 1980, pp. 52-77.

Mooney, Ross L., "Training for Research in Educational Administration: A Rationale." From *Educational Research: New Perspectives*, Jack Culbertson, ed. Danville, IL: Interstate, 1963, pp. 325-340.

Rossi, Peter H. et al., "The Context of Evaluation Research." From their *Evaluation: A Systematic Approach*. Beverly Hills, CA: Sage, 1979, pp. 283-310.

__________. "Uses of Evaluation Research." From *ibid*., pp. 16-51.

*Sanford, Nevitt, "Directions for Research and Self-Study in Higher Education." From his *College and Character*. Berkeley, CA: Montaigne, 1979, pp. 235-252.

*Stecklein, John E., "Institutional Research." From *Handbook of College and University Administration - General*, Asa S. Knowles, ed. N.Y.: McGraw-Hill, 1970, pp. 4-123 - 4-135.

Wiles, David K., "The Practitioner's Use of Formal Research." From his *Changing Perspectives in Educational Research*. Worthington, OH: Charles A. Jones, 1972, pp. 145-152.

Schedule:

Session 1: Introduction
Nature and uses of educational research and evaluation; problems of observation.
*Reading*: Davis & Salasin; either Mooney & Wiles or Sanford & Stecklein.

Session 2: Library Use I
Tour of College Library conducted by library staff; review of reference materials; introduction to Fenway Consortium, interlibrary search and loan facilities; microfilm and microfiche; use of card index.

Session 3: Library Use II
Use of periodical indices and guides; ERIC system; other specialized educational sources.
*Reading*: *How to Use ERIC*.

Session 4: Legal and Ethical Considerations
Importance of open inquiry; protection of subjects.
Reading: Borg & Gall; Boston Globe; Brittel; Hearnshaw.

Session 5: Uses and Context of Evaluation Research
Purposes and types of evaluation; human problems and considerations; sample report.
Reading: Fink & Kosecoff, ch. 1; Caulley; Rossi.
Assignment: Workbook, ch 1; report on ethics due.

Session 6: Formulating Evaluation Questions
Evaluator's Program Description; credible questions.
Reading: Fink & Kosecoff, ch. 2.
Assignment: Workbook, ch. 2.

Session 7: Mid-Term Examination

Session 8: Constructing Evaluation Designs
Internal & external validity; case designs; time series designs; comparison group designs; variables.
Reading: Fink & Kosecoff, ch. 3.
Assignment: Workbook, ch. 3.

Session 9: Planning Information Collection
Classification techniques; selection of instruments for curriculum, program and staff evaluation; collection forms.
Reading: Fink & Kosecoff, ch. 4; Kaufman & Thomas.
Assignment: Workbook, ch. 4; data retrieval assignment due.

Session 10: Collecting Evaluation Information
Validation of instruments and procedures; training collectors; organizing information for analysis.
Reading: Fink & Kosecoff, ch. 5.
Assignment: Workbook, ch. 5.

Session 11: Information Analysis Activities
Choosing information analysis methods; ANOVA; ANCOVA; MANOVA; information analysis planning.
Reading: Fink & Kosecoff, ch. 6.
Assignment: Workbook, ch. 6; needs assessment due.

Session 12: Reporting Evaluation Information
Form and content of evaluation reports; alternative formats.
Reading: Fink & Kosecoff, ch. 7; Morris & FitzGibbon.
Assignment: Fink & Kosecoff, ch. 7.

Session 13: Managing an Evaluation
Establishing schedules; assigning staff; monitoring activities; budgeting; proposals.
Reading: Fink & Kosecoff, ch. 8.
Assignment: Workbook, ch. 8; evaluation studies due.

Competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 1: the effective administrator knows theories of curriculum design and evaluation.

Enabling Activities: lectures, readings, and field-based experience.
Evaluation Activities: the student will plan, design and execute a curriculum evaluation and prepare an evaluation report.

I, 6: the effective administrator knows recent research in methods of teaching and learning.

Enabling Activities: lectures, readings, and library research.
Evaluation Activities: the student will retrieve from libraries and computer-based retrieval systems materials on recent research in methods of teaching and learning.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will present an evaluation report in a format suitable for generalization to other reports to fellow professionals.

II, 2: the effective administrator presents the needs and concerns of teachers and students to other administrators and to the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will present an evaluation report in a format suitable for generalization to other reports to administrators.

III, 1: the effective administrator analyzes and defines the educational needs of students, teachers, and the community.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will design and conduct a community-based needs assessment for potential application in an educational institution.

IV, 1: the effective administrator selects, uses, and interprets appropriate evaluation techniques and instruments.

Enabling Activities: lectures, readings, discussions, simulated activities, and field-based experience.
Evaluation Activities: the student will complete the exercises in Fink and Kosecoff's Evaluation Primer Workbook, and will design and conduct a program/curriculum evaluation, including presentation of an evaluation report justifying techniques and instruments utilized.

V, 2: the effective administrator fosters a school environment favorable to openness of inquiry and devoid of ridicule.

Enabling Activities: lectures, readings, and discussions.
Evaluation Activities: the student will present a report analyzing case studies of unethical behavior in research and developing conclusions justifying the necessity of open inquiry.

Competencies in Section 7.04.(48) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course are the same as the above, with the exception of I, 6, which does not appear in (48).

## APPENDIX H

## EDUCATION 8.30 - SYLLABUS

BEST COPY AVAILABLE

Suffolk University

SYLLABUS

ED 8.30: EDUCATIONAL MANAGEMENT

Instructor:
Phone:
Office hours:

Purpose: This course rpovides students with basic skills in analyzing organizational structures and behaviors in education, engaging in self-analysis of administrative skills and behaviors, fostering organizational change, and planning and managing educational programs.

Learning Objectives: At the end of this course, the student will be able to:

- analyze organizational structures, relationships and climate in educational institutions/agencies;
- select and justify appropriate strategies for change in educational institutions/agencies;
- plan and manage educational programs/projects;
- evaluate his/her own administrative style preference, skills and behaviors;
- select effective atrategies for community involvement in educational institutions and foster effective school-community relations;

Requirements: In this course, the student will:

- participate enthusiastically in class activities;
- read texts and readings on reserve carefully;
- submit a resume in effective form;
- complete a field project as described below;
- submit a record of his/her observations at a community school;
- submit a self-analysis of administrative skills/behaviors;
- complete a final examination.

Field Project: Each student will undertake a complete analysis of an educational institution/agency to which he/she has access, including history of the organization; mandate, philosophy, goals; financial status; organizational chart; sociological characteristics of constituent groups; formal and informal, internal and external communications patterns and media; leadership style; group norms, taboos, rewards and punishments; physical environment; control systems; organizational effectiveness; member satisfaction. On the basis of this analysis, the student will indicate the major problems that exist in organizational functioning and suggest change strategies for organizational development. In particular, the student will present a comprehensive set of recommendations for improving the organization's internal and external communications, and will identify any problems dealing with democratic functioning of the organization and recommend improvements. Finally, the student will select one particular aspect of the organization's operation, conduct a needs analysis and, using the needs analysis as a basis, design a program to meet the need, including complete provisions for implementation in a PPBS format.

Text: Clarence A. Newell, Human Behavior in Educational Administration. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Readings on Reserve:

Couch, Peter D., "Learning to Be a Middle Manager." Business Horizons, February 1979, pp. 33-41.

Hanson, E. Mark, "Educational Change." From his Educational Administration and Organizational Behavior. Boston: Allyn and Bacon, 1979, pp. 287-359.

Hersey, Paul and Kenneth H. Blanshard, "Planning and Implementing Change." From their Managing Organizational Behavior: Utilizing Human Resources. 3d ed.; Englewood Cliffs, NJ: Prentice-Hall, 1977, pp. 273-306.

Hughes, Larry and Gerald C. Ubben, "How to Communicate With the Public." From their Elementary Principal's Handbook: A Guide to Effective Action. Boston: Allyn & Bacon, 1978, pp. 301-314.

__________. "Systematic Planning and Project Management." From ibid., pp. 45-56.

Kotter, John P., "Power, Dependence, and Effective Management." Harvard Business Review, July/August 1977, pp. 125-136.

Likert, Resis, "The Nature of Highly Effective Groups." From his *New Patterns of Management*. N.Y.: McGraw-Hill, 1961, pp. 189-201.

Mackenzie, R. Alec, "The Management Process in 3-D." *Harvard Business Review*, November/December 1969, pp. 80-87.

Owens, Robert G., "Organizational Change." From his *Organizational Behavior in Education*. 2d ed.; Englewood Cliffs, NJ: Prentice-Hall, 1981, pp. 232-275.

Sergiovanni, Thomas J., "Administrative Leadership and Department Management: Concepts and Practices." From his *Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools*. Boston: Allyn & Bacon, 1977, pp. 249-278.

Steller, Arthur W., *Educational Planning for Educational Success*. Bloomington, IN: Phil Delta Kappa, 1980.

Schedule:

Session 1: Human Relationships in Educational Organizations
Basic principles of human relationships; schools as social systems; bureaucratic, socio-political, and professional aspects of schools.
*Reading*: Newell, chs. 1-3.

Session 2: Communication in Organizations
Nature and types of communication; forms of feedback; effective organizational communication.
*Reading*: Newell, ch. 4.

Session 3: Group and Organizational Relationships
Nature and functioning of effective groups; Theory X, Y, and Z organizations; the management grid; improving organizational relationships.
*Reading*: Newell, chs. 5-6; Likert.

Session 4: Administrative Roles in Education
Role complexity, conflict, and ambiguity; types of administrative roles; self-analysis of administrative style preference, skills and attitudes, using School Administrator Style Inventory; administrator evaluation; career development.
*Reading*: Newell, ch. 7; Couch; Mackenzie.

Session 5: Organizational Climate
Effect of climate on teaching and learning; climate and administration; effect of democratic behaviors; accepting individual and group differences; improving organizational climate.
Reading: Newell, ch. 8.

Session 6: School-Community Relationships
Effects of social change, group differences, and ideological fragmentation; enlightened school-community relations; community involvement in schooling.
Reading: Newell, ch. 9; Hughes & Ubben, "How to Communicate With the Public."

Session 7: Field Trip to Community School

Session 8: Leadership
Trait-factor and situational approaches to leadership; leadership tasks; sources and use of power; assumptions, behaviors and consequences of team management.
Reading: Newell, ch. 10; Kotter; Sergiovanni.

Session 9: Change Strategies
Necessity of change; organizational resistance; individual resistance; force field analysis; change agents; organizational development; three models of change.
Reading: Hansen; Hersey & Blanshard; Owens.

Session 10: Program Planning
Five alternative models of planning; needs assessment, goals and objectives; systems approaches to planning.
Reading: Steller.

Session 11: Resource Allocation
Priority setting; PPBS; developing and implementing a resource allocation plan.

Session 12: Field Trip to See PPBS System in Use

Session 13: Project Management
Project goals and purposes; project activities; responsibilities, time-line and schedule planning; evaluation.
Reading: Hughes & Ubben, "Systematic Planning and Project Management.

Competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course.

I, 3: the effective administrator knows organizational characteristics of schools and strategies of institutional change.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will present a comprehensive analysis of the organizational structure of a school, indicating problem areas and proposing strategies for bringing about needed change in the school.

I, 5: the effective administrator knows sociology and philosophy of education.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will present a comprehensive analysis of the organizational structure of a school.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will prepare a comprehansive set of recommendations for improving internal and external communications at his/her institution.

II, 2: the effective administrator presents the needs and concerns of teachers and students to other administrators and to the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will prepare a comprehensive set of recommendations for improving internal and external communications at his/her institution.

III, 1: the effective administrator analyzes and defines the educational needs of students, teachers, and the community.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will design and conduct a needs assessment as part of a larger analysis of organizational functioning of an educational institution.

III, 2: the effective administrator plans and implements programs responsive to these needs.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will design an appropriate program to meet the needs indicated by the needs assessment conducted in this course, and will include lines of responsibility, program activities, time lines and schedules, budget, and evaluation criteria.

III, 3: the effective administrator allocates resources equitably and efficiently.

Enabling Activities: lectures, readings, discussion, field trip and demonstration, and field-based experience.
Evaluation Activities: the student will, as part of the project in organizational analysis and program development, design his/her proposed program in a PPBS format.

III, 4: the effective administrator encourages staff and community initiative in the development of instructional programs.

Enabling Activities: lectures, readings, discussions, and a field trip.
Evaluation Activities: the student will, as part of a small group, develop a rationale based on team management concepts, for staff and community involvement in instructional program development, and will prepare a record of his/her observations at a community school.

IV, 4: the effective administrator evaluates his or her own role, behavior and performance.

Enabling Activities: lectures and inventory completion.
Evaluation Activities: the student will, on the basis of completing the School Administrator's Style Inventory, develop a self-analysis of his/her administrative style preference and strengths/weaknesses in administrative skills.

V, 1: the effective administrator actively promotes the principles of a democratic society.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will, as part of a comprehensive analysis of the organizational structure and functioning of an educational institution, report on problems associated with democratic functioning and present recommendations for constructive change.

Competencies in Section 7.04 (48) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course are the same as the above, except that I,3 above appears as I,6 in (43), and:

I, 4: the effective administrator knows human relations and community education.

Enabling Activities: lectures, readings, discussions, and a field trip.

Evaluation Activities: the student will prepare an analysis of the organizational structure and functioning of an educational institution, utilizing human relations concepts in the analysis. He/she will also prepare a record of his/her observations at a community school.

# APPENDIX I

## EDUCATION 8.54 - SYLLABUS

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## Suffolk University

## SYLLABUS

### ED 8.54: PERSONNEL MANAGEMENT

Instructor:
Phone:
Office hours:

Purpose: This course will provide students with basic skills in recruiting, selecting, developing, and evaluating personnel in educational organizations, with emphasis on supportive supervision and effective internal and external communication skills.

Learning Objectives: At the end of this course, the student will be able to:

- develop appropriate policies and procedures for recruitment and selection of personnel;
- describe organizational decisionmaking processes and synamics relative to staff management;
- cite regulations and guidelines impinging on the responsibilities of personnel managers;
- describe the collective bargaining process, grievance procedures, and compensation considerations, and evaluate their impact upon staff morale;
- select and utilize appropriate techniques for staff supervision, evaluation, and development;
- communicate effectively with school constituency groups

Requirements: In this course, the student will:

- participate enthusiastically in class activities;
- read text and readings on reserve carefully;
- research and write a paper decribing various theories of supervision and evaluation of personnel;
- record observations of supervisory and evaluative techniques;
- design, deliver, and evaluate an in-service workshop;

- plan and conduct a needs assessment and report on it to administrstors and in a local publication;
- plan and conduct a project in the supervision of non-teaching personnel;
- complete a final examination.

Text: Ben Harris et al., *Personnel Administration in Education*. Boston: Allyn & Bacon, 1979.

Readings on Reserve:

Argyris, Chris, *Personnel Management*. N.Y.: Wiley, 1964.

Beatty, Richard and Craig Schneier, *Personnel Administration: An Experiential, Skill-Building Approach*. Reading: Addison-Wesley, 1977.

Castetter, William, *The Personnel Function in Educational Administration*. 2d ed.; Macmillan, 1980.

Herzburg, Frederick, "One More Time: How Do You Motivate Employees?" *Harvard Business Review*, January/February 1968.

Steinmetz, Lawrence, *Managing the Marginal and Unsatisfactory Performer*. Reading: Addison-Wesley, 1969.

Schedule:

Session 1: Introduction

Session 2: Functions of Staff Personnel - Role Descriptions

Session 3: Managing Personnel Services

Session 4: Competency Specifications

Session 5: Recruiting and Selecting Candidates

Session 6: Special Staffing

Session 7: Improving Internal and External Communications

Session 8: Due Process and Legal Requirements

Session 9: Compensation and Collective Negotiation

Session 10: Supervision and Grievance Procedures

Session 11: Personnel Evaluation

Session 12: Personnel Performance Improvement

Session 13: Traditions and Innovation in Staffing

Competencies in Section 7.04 (47) of the 1979 edition of the Massachusetts Department of Education's "Regulations for the Certification of Educational Personnel" addressed in this course:

I, 2: the effective administrator knows theories and techniques of supervision and evaluation of personnel.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will prepare a research paper describing various theories of supervision and evaluation of personnel, as well as a record of observing their implementation in field settings, and will compile a resource guide for use in personnel management.

I, 4: the effective administrator knows theories and methods of staff development and in-service education.

Enabling Activities: lectures, readings, discussions, library research, and field-based experience.
Evaluation Activities: the student will present a detailed design for staff development, as well as designing, delivering and evaluating an in-service workshop on instructional goals and improvement.

II, 1: the effective administrator presents instructional goals and policies effectively to teachers, students, parents, and the community.

Enabling Activities: lectures, discussions, and field-based experiences.
Evaluation Activities: the student will design, deliver and evaluate an in-service workshop on instructional goals and improvement.

II, 2: the effective administrator presents the needs and concerns of teachers and students to other administrators and to the community.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will design and conduct a needs assessment to identify and prioritize the concerns of both teachers and students. On the basis of this assessment, the student will draft an article for local publication and an outline for a presentation to administrators of the results of the assessment.

III, 1: the effective administrator analyzes and defines the educational needs of students, teachers, and the community.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will design and conduct a needs assessment to identify and prioritize the concerns of teachers and students.

IV, 1: the effective administrator selects, uses, and interprets appropriate evaluation techniques and instruments.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a project in supervision of non-teaching personnel in a school in which he/she will evaluate the performance of different categories of personnel and present a report justifying the techniques and instruments utilized.

IV, 2: the effective administrator uses the results of evaluation to improve programs and the performance of personnel.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a project in the supervision of personnel in which he/she, on the basis of an evaluation of the performance of different categories of personnel, will design procedures for the improvement of personnel performance and present a report on the activity.

IV, 3: the effective administrator supervises staff in an equitable, open and constructive manner.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will plan and conduct a project in supervision of non-teaching personnel and present a report which will include statements by the persons supervised addressing his/her supervisory behavior and making suggestions for improvement, as well as a statement by the student detailing how he/she implemented this standard and how his/her performance might be improved.

IV, 4: the effective administrator evaluates his or her own role, behavior and performance.

Enabling Activities: lectures, discussions, and field-based experience.
Evaluation Activities: the student will conduct a personnel supervision project and present a report, including an analysis of how he/she implemented the standard on supervising staff in an equitable, open and constructive manner and indicating how his/her performance might be improved.

V, 3: the effective administrator accepts and respects individual and group differences in values, religion, race, language, and social background.

Enabling Activities: lectures, readings, discussions, and field-based experience.
Evaluation Activities: the student will, at the end of a project on personnel supervision, seek feedback from personnel supervised regarding the equitableness, sensitivity and responsiveness of his/her supervisory behavior, and will develop a statement detailing how he/she implemented this standard and how his/her performance might be improved.

## APPENDIX J

## OUTSIDE COURSE AUTHORIZATION REQUEST FORM

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# SUFFOLK UNIVERSITY

## OUTSIDE COURSE AUTHORIZATION REQUEST FORM

ALL students requesting authorization to take courses at institutions other than Suffolk University, must complete this form for consideration. Permission is granted to take course(s) at other institutions only under extenuating and emergency circumstances.

UNDERGRADUATE STUDENTS - MAY NOT take courses at other institutions *if they are within the last thirty (30) hours of their degree requirements; if they have transferred sixty-two (62) semester hours or more into Suffolk University; or if they live or work within forty (40) miles of Suffolk University.*

GRADUATE STUDENTS - may transfer a maximum of six (6) semester hours of credit into their graduate program.

This form must be completed, signed by your major advisor and returned to the Dean of Students Office with the official course description attached for request evaluation.

*- PLEASE ALLOW AT LEAST ONE WEEK FOR PROCESSING. YOU WILL BE NOTIFIED OF THE DECISION VIA MAIL. -*

NAME ______________________________________________

ADDRESS (mailing) ______________________________________

______________________ ______________ ____________
City State Zip Code

REASON FOR TAKING COURSE(S) ELSEWHERE ______________________

______________________________________________

______________________________________________

______________________________________________

INSTITUTION OFFERING COURSE(S) ______________________________

FALL 19______ SPRING 19______ SUMMER 19______

COURSE(S) ______________________________ SEM. HRS. ______

______________________________ SEM. HRS. ______

______________________________ SEM. HRS. ______

MAJOR ADVISOR'S SIGNATURE (indicating approval of course and request)

______________________________________________

PLEASE NOTE: *Requests submitted without Major Advisor's signature will NOT be acted on.*

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Dean of Student's Approval ______________________

Denial ______________________

______________________

______________________

# APPENDIX K

# PRACTICUM IN ADMINISTRATION HANDBOOK

# EDUCATION 8.80: PRACTICUM IN ADMINISTRATION
# HANDBOOK

Department of Education
Suffolk University
Boston, Massachusetts 02114

To the User:

The attached instructions and forms have been developed to assist students, cooperating practitioners and university supervisors in planning, organizing, supervising and evaluating practica in educational administration. We would appreciate suggestions from users with regard to additions, emendations and clarifications for future editions.

Joseph M. McCarthy, Ph.D.
Division Coordinator
Administration & Supervision

# Statement of Ethics for School Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment or release.

Approved by AASA Executive Committee, September, 1976
Embraced by NCAR, May, 1976

# SUFFOLK UNIVERSITY

## Department of Education

## INSTRUCTIONS FOR PRACTICUM IN ADMINISTRATION

The Practicum in Administration is a phase of professional preparation in which a student nearing a completion of his/her program does field work under the supervision of a cooperating practicing administrator and a University supervisor so as to develop competence in carrying out administrative responsibilities and putting into practice knowledge and skills acquired in the coursework in the program.

The following regulations govern the Practicum in Administration:

1. The Practicum in Administration is the culminating experience for students in administrative education programs. In the ordinary course of events, therefore, a student ought to have completed at least eight courses in the program, including stipulated pre-practicum courses, and have no unmatched grades of "C" prior to beginning the practicum.

2. The individual student is responsible for arranging the details of his/her practicum in the course, Education 8.70, Field Experience, and having it approved jointly by the cooperating administrator and the University supervisor at a joint proposal hearing. Students may not begin the actual work of the practicum until their proposal has such approval.

3. The five stages in the development of a practicum are:

   a. submission of a formal proposal;
   b. meeting of the student, cooperating administrator(s) and a faculty committee to approve the proposal;
   c. submission of a summary of agreements/modifications reached at the above meeting;
   d. action phase, including ongoing supervision by the cooperating administrator(s) and field observation by the designated university supervisor;
   e. submission of student's final report to cooperating administrator(s) and university supervisor;
   f. final meeting of student, cooperating administrator(s) and university supervisor for summative evaluation and grading.

4. Students seeking approval for a practicum proposal must submit the written proposal in triplicate to Professor McCarthy and are then responsible for arranging to bring together the cooperating administrator(s) and a faculty committee for the proposal hearing.

5. The completed proposal must specify the competencies to be addressed in the practicum (from the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel, Section 7.04 (47) or (48) as attached), specific duties to be assumed and tasks to be undertaken, the time frame, the lines of responsibility,

the expected outcomes, and special factors to be noted in evaluation. A copy of the proposal format is attached, as well as copies of formative and summative evaluation forms.

6. Students must undertake suitable administrative responsibilites in the role and at the level of the certificate sought within their own system or institution or within a different system or institution, under the direction of a competent and appropriate cooperating administrator.

7. The cooperating administrator must hold or be specifically exempt from holding the appropriate administrative certification and must be or have once been tenured. Great care ought to be exercised in the choice and briefing of the cooperating administrator.

8. A minimum of 150 clock hours (½ time for 1 semester or ¼ time for the academic year) must be devoted to the action phase of the practicum, not including time spent in generating reports. The student must take on clear administrative duties for at least half that time, and full responsibilities of the role for a substantial period. The student is responsible for keeping a detailed log of his/her tasks and the time devoted to them.

9. Completion of the practicum entails submission of a detailed report in triplicate. This report must discuss the achievement of the stated competencies, analyze critical incidents which arose, and review the entire administration of the project critically. A copy of the final report format is attached.

10. A grade of B or better is required for successful completion of the student's program.

11. The university supervisor will be responsible for grading the practicum after reaching agreement on the grade with the cooperating administrator on the basis of the formative evaluations, study of the student's log and final report. Disagreement of the university supervisor and cooperating administrator on the final evaluation will be resolved by a third person chosen by them.

# Suffolk University

## PRACTICUM IN ADMINISTRATION

## PROPOSAL INSTRUCTIONS

Listed below are the general guidelines to be used in developing proposals for the Practicum in Administration. Proposals should include each item listed below. While they should be concise, proposals may be of any length.

1. Personal Needs to be Addressed

The proposal must address specific knowledge, skills and attitudes which will be of demonstratable use to the individual in the administrative role at which he/she aims. The practicum must be structured to include exercise of the competencies listed in the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel, Section 7.04 (47) or (48) as appropriate. With the assistance of the University Supervisor, the student will conduct a self-evaluation to determine the measure in whcih the exercise of each competency must be stressed in the practicu. This section will summarize that self-assessment.

2. Statement of Objectives

Specific and well-defined objectives should flow directly from the needs analysis. A particular competency may require only one objective or several different objectives. Each objective should describe the anticipated outcome if the objective is successfully achieved, this outcome to be stated in achievement of behavioral terms. Each objective should be realistic and achievable, not overstated or too broad in scope.

3. Practicum Activities

After the objectives are formulated, a program of activities should be designed to achieve the objectives. These activities must include a broad and representative variety of tasks typical of the supervisor/ director or principal role. The student must take on clear administrative duties for at least one-half of the time and the full responsibilities of the role for a substantial period, and the proposal must state clearly how this is to be done. If the practicum involves multiple assignments, more than half the practicum must be spent in one assignment. The proposal must state clearly the level on which certification will be sought, and the activities of the practicum must be relevant to that level.

4. Project Management

Proposals must describe the lines of responsibility for project management and indicate what provisions have been made to insure sufficient time for adequate management of the project. Lines of authority and responsibility for all personnel should be specified. Qualifications and role descriptions should be included for all management, teaching and consultant personnel.

This section must explicitly certify that the cooperating administrator holds or is specifically exempt from holding an appropriate certificate and is or has once been tenured.

5. Evaluation Design

The practicum will be evaluated jointly by the university supervisor and the cooperating administrator with the assistance of input from the student. The three will meet at the onset of the Practicum to approve the proposal, explain standards and procedures of evaluation, and agree on a mediator in the event mediation should become necessary. They will meet on-site with the student for formative evaluation, at which time each of the three will complete a copy of the attached Formative Evaluation Form. Upon completion of the practicum, they will convene for a final meeting at which they will review the student's activity log, the final report, and other matrerials as appropriate before completing a copy of the Summative Evaluation Form and agreeing upon a grade. To assist this process, the proposal must contain a format for evaluation of each objective. Criteria should be described for measuring whether the anticipated outcome for each objective is achieved. The proposal should also specify evaluation measures such as questionnaires on attitude, performance, observations, etc., standardized or specially developed tests, reports on participation, behavior, or performance, documentation of attendance at meetings, numbers of requests for information, material, or assistance, and other measures to supplement and assist the evaluation efforts of the university supervisor and cooperating administrator. The proposed mediator should also be indicated.

6. Approvals

The proposal should bear the attached cover sheet, "Practicum Proposal Form" for signature by the parties involved. Should proposal modifications be suggested in the proposal hearing, the student is responsible for preparing an addendum to the proposal stipulating such modifications.

## Suffolk University

## DEPARTMENT OF EDUCATION

## SUPERVISOR/DIRECTOR PROGRAM

## COMPETENCIES MANDATED FOR CERTIFICATION

Attached are the specific competencies mandated in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel. Core and program requirements in the Supervisor/Director Program have been designed to address these competencies, and students must take care to design their Practicum in Administration to address them.

(47) Supervisor/Director

(a) Requirements

1. possession of a Massachusetts teacher's certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of course work and other experiences on the graduate level as defined by Standards I-V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards. The practicum or internship must include responsibility for supervision or direction within the same area of education (e.g., special education, elementary education, guidance, science) as the candidate's teacher's certificate

(b) Standard I. The effective director or supervisor knows:

1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. organizational characteristics of schools and strategies for institutional change
4. theories and methods of staff development and in-service education
5. sociology and philosophy of education
6. recent research in methods of teaching and learning

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to her administrators and to the community

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

(5) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

Suffolk University

DEPARTMENT OF EDUCATION

SCHOOL PRINCIPAL PROGRAM

## COMPETENCIES MANDATED FOR CERTIFICATION

Attached are the specific competencies mandated in Section 7.04 (48) of the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel. Core and program requirements in the School Principal Program have been designed to address these competencies, and students must take care to design their Practicum in Administration to address them.

(48) School Prinicipal (N-6) (5-9) (9-12)

(a) Requirements
1. possession of a Massachusetts classroom teaching certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of courses and other experiences on the graduate level as defined by Standards I - V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards

(b) Standard I. The effective principal knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. school law, budgeting, plant management
4. human relations and community education
5. sociology and philosophy of education
6. organizational characteristics of schools and strategies for institutional change

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to other administrators and to the community

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she;
1. analyzes and defines the educational needs of students, teachers, and the community

2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

Name ______________________________

Suffolk University

PRACTICUM IN ADMINISTRATION

PRACTICUM PROPOSAL FORM

1. Proposal Title: ______________________________
______________________________

2. Site: ______________________________

3. Persons who will have primary responsibility for assisting in this practicum:

| Name | Affiliation | Phone | Function in Practicum |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

4. Practicum begins on ______________ (date) and will end on ______________ (date)

5. The enclosed material is true and complete to the best of my knowledge, and represents adequately my intentions in undertaking the practicum.

(signed) ______________________________

6. The attached proposal is accepted as a basis for undertaking the practicum (subject to modifications also attached).

(signed) ______________________________
(university supervisor)

______________________________
(cooperating administrator)

## Suffolk University

## PRACTICUM IN ADMINISTRATION

## FINAL REPORT INSTRUCTIONS

The final report on the practicum should explain the goals of the project and demonstrate the way in which the objectives were/were not achieved. It should include the following parts:

1. Analysis of the Role

   Utilizing the previously prepared analysis of the organizational structure of the practicum setting this section should draw a synthetic picture of the unique characteristics and problems of the setting.

2. Analysis of Activities

   This section should comprise a brief but trenchant narrative of the progress of the practicum, including analysis of critical incidents which arose, any modifications made in the plan, and a critical review of the administration of the project.

3. Assessment of Progress

   With reference to the background provided by the previous sections, this part of the report should examine the achievement of each competency. Special care should be taken in this part of the report, and constant reference should be made to the outcome of evaluation techniques suggested in the proposal. Items of evidence may be attached as appendices. The log of activities should also be attached as an appendix.

4. Cover Sheet

   The final report should bear the attached cover sheet, a copy of which must be submitted to the Bureau of Teacher Certification and Placement of the Massachusetts Department of Education by those applying for appropriate administrative certification.

Commonwealth of Massachusetts
Department of Education
BUREAU OF TEACHER PREPARATION CERTIFICATION AND PLACEMENT

## Practicum (or Internship) Report

This form is issued pursuant to regulations adopted under M.G.L. c. 71, s. 38G, and it or a form containing the same information must be completed and filed with the Bureau by all applicants for certification except those who are applying under the Interstate Agreement on the Certification of Educational Personnel.

PART I To be completed by the applicant (and/or college supervisor)

1. Name: 2. Soc. Sec. #:
3. Address:
4. College:
5. Nature and length of three prepracticum field experiences:

6. Practicum (or college-supervised internship) course number:
   Course title:
   Number of credits:
   When taken:

   (If this is a report on a locally supervised internship, attach a copy of the Bureau's internship approval form instead of answering Question 6.)
7. Practicum (or internship) site(s):
8. Grade level(s) of students:
9. Approximate number of clock hours spent observing:_____ assisting:_____ taking on full responsibilities of the role:_____
10. Other Massachusetts certificates or approvals held, if any:

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PART II To be completed by the college supervisor

Name: Position:

The applicant has completed a practicum or internship which has been designated by the college as partial preparation for the following certificate:________________________________________

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PART III To be completed by the cooperating practitioner (or local evaluator)

Name: Position:

School system: Tenure status:

Massachusetts Certificate #: Field(s):

**PART IV** To be initialled as indicated (If locally sponsored internship, local evaluators should initial in place of college supervisor and cooperating practitioner)

1. An initial meeting was held at which the standards and the procedures for evaluation were explained to the applicant.

Applicant:_______ College Supervisor:______ Cooperating Practitoner:______

2. A meeting was held midway through the practicum or internship at which the applicant's progress towards meeting the standards was discussed.

Applicant:_______ College Supervisor:______ Cooperating Practitioner:______

3. A final meeting was held at which the evaluation of the applicant was explained and at which the applicant had ample opportunity to raise questions or objections.

Applicant:_______ College Supervisor:______ Cooperating Practitioner:______

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**PART V** To be completed by the cooperating practitioner and/or college supervisor and/or local evaluator(s)

STANDARD I The applicant is knowledgeable in the field of certification

Yes: No:

STANDARD II The applicant communicates clearly, understandably, and appropriately

Yes: No:

STANDARD III The applicant sets goals, establishes priorites, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community.

Yes: No:

STANDARD IV The applicant uses the results of various evaluative procedures to assess the effectiveness of programs and personnel

Yes: No:

STANDARD V The applicant deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community

Yes: No:

Signed: ______________________________Cooperating practitoner (or local evaluator)

______________________________College supervisor (or local evaluator)

______________________________Mediator (if necessary: See Regulation 7.02 (12))

Suffolk University

Practicum in Administration
Supervisor/Director Program

## GUIDELINES FOR COOPERATING ADMINISTRATORS

### A. Introduction

Trainees will engage in a program of field work and will work under the joint direction of a cooperating administrator and a university supervisor. A detailed explanation of the expectations of the trainee and the role of the cooperating administrator are discussed in the following sections.

The development of particular competencies through participation in the program necessitates that certain opportunities and experiences be present. Because of the differences among schools these opportunities and experiences will sometimes vary in degree from school to school, but every effort should be made to have trainees share as fully in the available opportunities as possible.

The dynamics of the interpersonal relationship between the trainee and supervisor are factors which determine the richness, depth and breadth of the field work experience. As a result, the interpersonal dimension of the field work experience is one which must be carefully nourished and continuously assessed.

In order to provide for the development of competencies, the following list of experiences will be used as a guide for trainees, and supervisors.

### B. Competencies to be Developed by Trainees

Standard I. The effective director or supervisor knows:

1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. organizational characteristics of schools and strategies for institutional change
4. theories and methods of staff development and in-service education
5. sociology and philosophy of education
6. recent research in methods of teaching and learning

Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to other administrators and to the community

Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

## C. The Role of the Cooperating Administrator

### 1. The challenge

The cooperating administrator has the major responsibility of making the field work program a good learning situation for the trainee. His/her commitment to the program and interest in the needs of the trainee can be one of the chief factors in the effectiveness of the experience for both the trainee and for the cooperating school. The cooperating administrator becomes a member of the teaching team and shares crucially in the induction of the trainee into the profession. The grade awarded the trainee for the practicum must be determined by agreement of the cooperative administrator and the university supervisor. Should they fail to agree, a mediator must be consulted.

### 2. Personal relations with trainee

a. Respect the personal integrity of the trainee.
b. Accept the trainee both as a student and as a fellow administrator.
c. Establish and maintain informal, friendly working relations with the trainee.

d. Encourage the trainee to express his/her own opinions and to feel free to come to you to discuss problems.

e. Encourage the trainee to make his/her own decisions, based on defensible standards rather than asking you to make a decision.

f. Originate and suggest new ideas without dominating the trainee's thought and action.

g. Take an empathic interest in the trainee's personal problems and be tactful and helpful in assisting him/her in the adjustment to personal problems, responsibilities and limitations.

3. Provision of opportunities for skill development

a. Make a definite arrangement for the time, place and frequency of supervisory conferences.

b. Develop a system of evaluation and share your judgments with your trainee to develop new ideas and put them into practice.

c. Encourage your trainee to develop new ideas and put them into practice.

d. Clarify the trainee's responsibilities and privileges and give him/her security in knowing what is expected the first day, the first week and periodically throughout the assignment.

e. Clarify the trainee's relationship to the administration, teachers, pupils and parents, and give him/her an understanding of the proper channels of communication and ways of working.

f. Make a place for the trainee in the professional life of the school staff.

g. Develop a team relationship so that the trainee feels he/she is a partner in a going concern.

h. Assist the trainee in developing a workplan and in arranging experiences throughout the school and community.

i. Assist the trainee in securing opportunities to discuss professional matters with other staff members.

j. Refer the trainee to sources of information and illustrative material.

k. Refrain from dumping your own "busy work" on the trainee.

# Suffolk University

## Practicum in Administration

## School Principal Program

## GUIDELINES FOR COOPERATING ADMINISTRATORS

### A. Introduction

Trainees will engage in a year long program of field work and will work under the joint direction of a cooperating administrator and a university supervisor. A detailed explanation of the expectations of the trainee and the role of the cooperating administrator are discussed in the following sections.

The development of particular competencies through participation in the program necessitates that certain opportunities and experiences be present. Because of the differences among schools these opportunities and experiences will sometimes vary in degree from school to school, but every effort should be made to have trainees share as fully in the available opportunities as possible.

The dynamics of the interpersonal relationship between the trainee and supervisor are factors which determine the richness, depth and breadth of the field work experience. As a result, the interpersonal dimension of the field work experience is one which must be carefully nourished and continuously assessed.

In order to provide for the development of competencies, the following list of experiences will be used as a guide for trainees, and supervisors.

### B. Competencies to be Developed by Trainees

Standard I. The effective principal knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. school law, budgeting, plant management
4. human relations and community education
5. sociology and philosophy of education
6. organizational characteristics of schools and strategies for institutional change

Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or whe:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to the community

Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:
1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:
1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:
1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

## C. The Role of the Cooperating Administrator

### 1. The challenge

The cooperating administrator has the major responsibility of making the field work program a good learning situation for the trainee. His/her commitment to the program and interest in the needs of the trainee can be one of the chief factors in the effectiveness of the experience for both the trainee and for the cooperating school. The cooperating administrator becomes a member of the teaching team and shares crucially in the induction of the trainee into the profession. The grade awarded the trainee for the practicum must be determined by agreement of the cooperative administrator and the university supervisor. Should they fail to agree, a mediator must be consulted.

### 2. Personal relations with trainee

- a. Respect the personal integrity of the trainee.
- b. Accept the trainee both as a student and as a fellow administrator.
- c. Establish and maintain informal, friendly working relations with the trainee.

d. Encourage the trainee to express his/her own opinions and to feel free to come to you to discuss problems.
e. Encourage the trainee to make his/her own decisions, based on defensible standards rather than asking you to make a decision.
f. Originate and suggest new ideas without dominating the trainee's thought and action.
g. Take an empathic interest in the trainee's personal problems and be tactful and helpful in assisting him/her in the adjustment to personal problems, responsibilities and limitations.

2. Provision of opportunities for skill development
   a. Make a definite arrangement for the time, place and frequency of supervisory conferences.
   b. Develop a system of evaluation and share your judgments with your trainee to develop new ideas and put them into practice.
   c. Encourage your trainee to develop new ideas and put them into practice.
   d. Clarify the trainee's responsibilities and privileges and give him/her security in knowing what is expected the first day, the first week and periodically throughout the assignment.
   e. Clarify the trainee's relationship to the administration, teachers, pupils and parents, and give him/her an understanding of the proper channels of communication and ways of working.
   f. Make a place for the trainee in the professional life of the school staff.
   g. Develop a team relationship so that the trainee feels he/she is a partner in a going concern.
   h. Assist the trainee in developing a workplan and in arranging experiences throughout the community.
   i. Assist the trainee in securing opportunities to discuss professional matters with other staff members.
   j. Refer the trainee to sources of information and illustrative material.
   k. Refrain from dumping your own "busy work" on the trainee.

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
SUPERVISOR/DIRECTOR PROGRAM

## PRACTICUM IN ADMINISTRATION EVALUATION FORM

Name ______________________________

Practicum Location ______________________________

Cooperating Administrator ______________________________

University Supervisor ______________________________

This instrument is designed to assess the achievement by the student of the competencies listed in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Students are expected to utilize this form for self-evaluation leading to professional improvement; the university supervisor and cooperating administrator will use it to record their estimate of the student's professional competence.

Rating Scale: 5 - demonstrates a high degree of competence
4 - performing competently
3 - an adequate beginning
2 - experiencing difficulty
1 - not evident

Standard I: The effective director or supervisor knows:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. theories of curriculum design and evaluation | | | | | |
| 2. theories and techniques of supervision and evaluation of personnel | | | | | |
| 3. organizational characteristics of schools and strategies for institutional change | | | | | |
| 4. theories and methods of staff development and in-service education | | | | | |
| 5. sociology and philosophy of education | | | | | |
| 6. recent research in methods of teaching and learning | | | | | |

Standard II: The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. presents instructional goals and policies effectively to teachers, students, parents, and the community | | | | | |
| 2. presents the needs and concerns of teachers and students to other administrators and to the community | | | | | |

Standard III: The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. analyzes and defines the educational needs of students, teachers, and the community | | | | | |
| 2. plans and implements programs responsive to those needs | | | | | |
| 3. allocates resources equitably and efficiently | | | | | |
| 4. encourages staff and community initiative and involvement in the development of instructional programs | | | | | |

Standard IV: The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. selects, uses, and interprets appropriate evaluation techniques and instruments | | | | | |
| 2. uses the results of evaluation to improve programs and the performance of personnel | | | | | |
| 3. supervises staff in an equitable, open, and constructive manner | | | | | |
| 4. evaluates his or her own role, behavior and performance | | | | | |

Standard V: The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. actively promotes the principles of a democratic society | | | | | |
| 2. fosters a school environment favorable to openness of inquiry and devoid of ridicule | | | | | |
| 3. accepts and respects individual and group differences in values, religion, race, language, and social background | | | | | |

Special strengths of student:

Suggestions for improvement: ______________________________

Grade for Practicum:

______________________ University Supervisor

______________________ Cooperating Administrator

______________ Date

______________ Date

Suffolk University
Department of Education

SCHOOL PRINCIPAL PROGRAM

PRACTICUM IN ADMINISTRATION EVALUATION FORM

Name ____________________

Practicum Location ____________________

Cooperating Administrator ____________________

University Supervisor ____________________

This instrument is designed to assess the achievement by the student of the competencies listed in Section 7.04 (48) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Students are expected to utilize this form for self-evaluation leading to professional improvement; the university supervisor and cooperating administrator will use it to record their estimate of the student's professional competence.

Rating scale: 5 - demonstrates a high degree of competence
4 - performing competently
3 - an adequate beginning
2 - experiencing difficulty
1 - not evident

Standard I: The effective principal knows:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. theories of curriculum design and evaluation | | | | | |
| 2. theories and techniques of supervision and evaluation of personnel | | | | | |
| 3. school law, budgeting, plant management | | | | | |
| 4. human relations and community education | | | | | |
| 5. sociology and philosophy of education | | | | | |
| 6. organizational characteristics of schools and strategies for institutional change | | | | | |

Standard II: The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. presents instructional goals and policies effectively to teachers, students, parents, and the community | | | | | |
| 2. presents the needs and concerns of teachers and students to other administrators and to the community | | | | | |

Standard III: The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. analyzes and defines the educational needs of students, teachers, and the community | | | | | |
| 2. plans and implements programs responsive to those needs | | | | | |
| 3. allocates resources equitably and efficiently | | | | | |
| 4. encourages staff and community initiative and involvement in the development of instructional programs | | | | | |
| 5. coordinates related aspects of instructional programs | | | | | |

Standard IV: The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. selects, uses, and interprets appropriate evaluation techniques and instruments | | | | | |
| 2. uses the results of evaluation to improve programs and the performance of personnel | | | | | |
| 3. supervises staff in an equitable, open and constructive manner | | | | | |
| 4. evaluates his or her own role, behavior and performance | | | | | |

Standard V: The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. actively promotes the principles of a democratic society | | | | | |
| 2. fosters a school environment favorable to openness of inquiry and devoid of ridicule | | | | | |
| 3. accepts and respects individual and group differences in values, religion, race, language, and social background | | | | | |

Special strengths of student:

Suggestions for improvement:

Grade for Practicum:

University Supervisor

Cooperating Administrator

Date

Date

SUFFOLK UNIVERSITY

ADMINISTRATION AND SUPERVISION PROGRAMS

QUESTIONNAIRE FOR COOPERATING ADMINISTRATORS

Name: ________________________________________

School: ________________________________________

Please identify the areas in which you think your Suffolk University administration trainee was well prepared:

Please identify the areas in which you think your Suffolk University administration trainee was not well prepared:

Please make additional comments and suggestions as appropriate:

Please return to: Dr. Joseph M. McCarthy, Director
Administration & Supervision Programs
Suffolk University
Beacon Hill, Boston, MA 02114

## APPENDIX L

## RESULTS OF STUDENT COURSE EVALUATIONS

~~SPRING/SUMMER 1980~~

1980 – 1981

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STUDENT COURSE EVALUATIONS***SPRING/SUMMER 1980***TALLY SHEET

Ratio of positive to negative responses (after correction of set response bias transpositions) is expressed as a fraction; responses indicating the the item does not apply are not computed. Starred columns are decimals (perfect score = 5.0).

| Course | Instr. | Instructor | Readings | Subject | Exam |
|---|---|---|---|---|---|
| 6.29: Discipline | JMM | 116/2 | 112/7 | 115/0 | 115/0 |
| 6.32: Supervision | RBJ | 12/6 | 20/1 | 18/3 | 12/1 |
| 7.18: Research | JMM | 43/0 | 38/3 | 45/0 | 39/0 |
| 8.10: Law | VPC | 56/4 | 50/13 | 61/2 | 54/1 |
| 8.56: Grants | LPD | 50/5 | 42/4 | 60/1 | 47/0 |
| 8.70: Field Exper. | RBJ | 23/1 | 8/1 | 26/0 | 22/4 |
| 8.80: Practicum | RBJ | 9/0 | 9/0 | 9/0 | 13/0 |
| TOTAL | | 309/18 | 279/29 | 334/6 | 302/6 |
| | | 94.4% | 90.5% | 98.2% | 98.0% |

| Course | Instr. | Special | Instr. * | Subject * | Text * |
|---|---|---|---|---|---|
| 6.29: Discipline | JMM | 39/0 | 4.8 | 4.4 | 4.0 |
| 6.32: Supervision | RBJ | 14/0 | 3.7 | 3.7 | 3.3 |
| 7.18: Research | JMM | 25/0 | 5.0 | 4.4 | 4.4 |
| 8.10: Law | VPC | 28/1 | 4.9 | 4.7 | 4.0 |
| 8.56: Grants | LPD | 33/1 | 4.1 | 4.1 | 4.0 |
| 8.70: Field Exper. | RBJ | 13/0 | 4.0 | 4.0 | — |
| 8.80: Practicum | RBJ | 9/0 | 5.0 | 4.5 | 4.5 |
| TOTAL/AVERAGE | | 161/2 | 4.5 | 4.3 | 4.0 |
| | | 98.7% | | | |

STUDENT COURSE EVALUATIONS*** FALL 1980 ***TALLY SHEET

Ratio of positive to negative responses (after correction of set response bias transpositions) is expressed as a fraction; responses indicating the the item does not apply are not computed. Starred columns are decimals (perfect score = 5.0).

| Course | Instr. | Instructor | Readings | Subject | Exam |
|---|---|---|---|---|---|
| 6.29 Curric Devel | RBJ | 12/14 | 16/4 | 19/6 | 19/6 |
| 6.60 Am. Ed. Hist. | JMM | 65/2 | 53/10 | 64/1 | 56/4 |
| 7.18 Res. + Eval. | JMM | 63/0 | 52/13 | 51/7 | 65/2 |
| 8.39 Ed. Futures | JMM | 47/1 | 44/0 | 45/0 | 46/2 |
| 8.41 Principalship | LPD | 43/0 | 41/1 | 42/0 | 43/0 |
| 8.70 Field Exp | RBJ | 33/1 | 18/0 | 35/0 | 26/0 |
| | | | | | |
| TOTAL | | 263/18 | 224/28 | 256/14 | 255/14 |

| Course | Instr. | Special | Instr. * | Subject * | Text * |
|---|---|---|---|---|---|
| 6.29 Curric. Devel. | RBJ | 12/4 | 3.4 | 2.4 | 1.7 |
| 6.60 Am Ed Hist. | JMM | 38/0 | 4.9 | 4.0 | 3.8 |
| 7.18 Res. + Eval | JMM | 38/0 | 4.7 | 3.6 | 3.4 |
| 8.39 Ed. Futures | JMM | 26/1 | 5.0 | 4.4 | 3.8 |
| 8.41 Principalship | LPD | 25/0 | 5.0 | 4.6 | 4.2 |
| 8.70 Field Exp. | RBJ | 17/0 | 4.8 | 4.5 | 4.3 |
| | | | | | |
| TOTAL/AVERAGE | | 156/5 | 4.6 | 3.9 | 3.5 |

STUDENT COURSE EVALUATIONS*** SP/SUM 1981 ***TALLY SHEET

Ratio of positive to negative responses (after correction of set response bias transpositions) is expressed as a fraction; responses indicating the the item does not apply are not computed. Starred columns are decimals (perfect score = 5.0).

| Course | Instr. | Instructor | Readings | Subject | Exam |
|---|---|---|---|---|---|
| 6.32 Instr. Super. | RBJ | 24/3 | 18/6 | 20/7 | 24/2 |
| 7.18 Res. + Eval. | JMM | 17/0 | 14/0 | 15/0 | 18/0 |
| 8.30 Ed. Mgt. | JMM | 60/1 | 49/1 | 63/0 | 60/0 |
| 8.40 Plan. + Eval. | JMM | 17/0 | 13/3 | 7/2 | 16/0 |
| 8.50 Leadership | JMM | 51/5 | 47/11 | 50/0 | 38/1 |
| | | | | | |
| | | | | | |
| TOTAL | | | | | |

| Course | Instr. | Special | Instr. * | Subject * | Text * |
|---|---|---|---|---|---|
| 6.32 Instr. Super. | RBJ | 13/1 | 3.7 | 3.7 | 3.3 |
| 7.18 Res. + Eval. | JMM | 10/0 | 5.0 | 4.5 | 4.0 |
| 8.30 Ed. Mgt. | JMM | 34/0 | 5.0 | 4.3 | 4.5 |
| 8.40 Plan. + Eval. | JMM | 9/0 | 5.0 | 2.5 | 2.5 |
| 8.50 Leadership | JMM | 30/1 | 4.5 | 4.3 | 3.0 |
| | | | | | |
| | | | | | |
| TOTAL/AVERAGE | | | | | |

# APPENDIX M

# RESULTS OF 1980 GRADUATE FOLLOW-UP STUDY

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## Summary

This questionnaire survey, conducted between November 1979 and March 1980, elicited responses from all but one of the program graduates. All respondents are currently working in education, with a total of 24% having changed jobs since exiting from the program, 2% having turned down job offers, and another 22% having added administrative duties to the job they held while in the program. Participation in the program has thus had an obviously measurable effect on the job status of 48% of graduates in the space of four years. The practicum project had a practical impact upon the respondent's school or system according to 86% of the respondents. In a few cases, respondents were referring to the impact on the school or system of the upgrading of their own skills, but most referred to a concrete structural or programmatic benefit. All respondents commented very favorably upon the impact the program had upon them, some from the viewpoint of credentialing, increments, etc., but most from the standpoint of the positive difference in their skills and attitudes. Requests for suggestions as to program modifications elicited a variety of comments. In general, respondents did not want major changes made in the program, but were able to advance some possible changes dealing with additional subject matters to explore and ways of handling specific courses. The responses to the questionnaire as a whole indicated an impressive degree of satisfaction with the program as it has been thus far implemented.

## SUMMARY OF ACTION ON CHANGES SUGGESTED BY ALUMNI

Category I: Adding courses or subject matter

| course/subject recommended | action |
|---|---|
| budgeting (3) | 8.43 already on line; 8.41 already deals with budgeting; added to 8.30 a field trip to Duxbury School System for briefing on installation of PPBS; added 8.40, which will cover PPBS; 8.56 will emphasize program budgeting. |
| evaluation techniques (2) | 6.22 and 6.32 added; 7.18 altered to emphasize evaluation; 8.40 added. |
| supervision (2) | 6.32 added; supervision section of 8.30 expanded; additional reference to supervision in 8.50; 8.54 added. |
| discipline (2) | 6.29 on line; will expand discipline coverage in 7.40 and 7.41. |
| grantsmanship | 8.56 on line already; outline information in 7,18. |
| RIF | added 8.54. |
| scheduling | added reference to scheduling in 8.30; added 8.40 (including assigned work in scheduling). |
| communication | 8.60 already on line; emphasize communication behaviors in 6.32 and 8.30. |
| school law | 8.10 already on line; student rights covered also in 6.29. |
| Chapter 766 | 5.70 available to administration students. Material on 766 in 8.30 8.41, 8.10. |
| career development | Covered in 8.30; panel of outsiders will be added to the coverage |
| collective bargaining | 8.55 already on line |

Category II: Changes in field base:

| recommendation | action |
|---|---|
| site visits in courses | provision for site visits made in 8.30, 8.41, 7.40, 7.41. |
| more guest lecturers | provision made in 8.30, 8.41. |
| more emphasis on journals | use of journals covered in 7.18; extensive readings from recent material in journals in 6.60, 7.18, 8.30, 8.40, 8.50. |

Category III: Changes in Practicum:

| recommendation | action |
|---|---|
| room for different activities | rules changed so as to comply with State standards; all practicum activities defined by competencies in standards |
| school/university interaction | provision made for three meetings of university supervisor and cooperating administrator, with agreement of both necessary for grade; practicum handbook to help brief cooperating administrators; vouchers for cooperating administrators; survey of former cooperating administrators for practicum suggestions. |

Category IV: Other:

| recommendations | action |
|---|---|
| limit number in program | none |
| involve grads in career development advising | panel of grads in career development portion of 8.30; plans underway to obtain PDK Chapter and/or program alumni group |

# APPENDIX N

## ADMINISTRATION & SUPERVISION PROGRAM

## ADVISORY COMMITTEE

# ADMINISTRATION & SUPERVISION PROGRAM ADVISORY COMMITTEE

Antonette DiLoretto, D.Ed.
Chair, Business Education Department
Arlington High School
Arlington, MA

Sidney Holloway, MM.Ed.
Assistant Field Administrator
504 Demonstration Project
Boston School Department
Boston, MA

Hugh Johnson, M.Ed.
Assistant Principal
Alvernia High School
Hudson, NH

Richard D. Pavao, M.Ed.
Bilingual Program Director
Fall River Public Schools
Fall River, MA

Harry Pickering, M.Ed.
Principal
Hunt School
Bridgewater, MA

Carol Ann Pilarski, Ph.D. (Cand.)
Assistant Principal
Lexington Jr. High School
Lexington, MA

Seldon Whitaker, D.Ed.
Superintendent of Schools
Duxbury Public Schools
Duxbury, MA

# APPENDIX O

# INSTRUCTIONAL RESOURCES LIST

## ADMINISTRATION & SUPERVISION PROGRAM

## INSTRUCTIONAL RESOURCES LIST

Audiotapes:

Audiotapes:

A Matter of Genes - Arthur Jensen & Dwight McDonald
Classroom Tactics - Bruno Bettleheim
The Conditioned Scholar - B.F. Skinner
Condition of Schooling Today - John Goodlad & Ralph Tyler
Curriculum Development & The Tyler Rationale - John Goodlad & Ralph Tyler
Ecstasy in Education - George Leonard
Education: For What and For Whom? - Robert M. Hutchins & Hyman Rickover
Future Directions in Education - John Goodlad & Ralph Tyler
How to Forecast Enrollments - Edwin MacBeth
How to Use TA Concepts - Ronald Owston
Interview with B.F. Skinner - Harvey Wheeler
Leaders on Leadership (3 tapes) - Committee on Educational Leadership
Nobody's Perfect - Open University
On Education - Robert M. Hutchins
The Prospects for a Learning Society - Robert M. Hutchins
Ready for Anything - Robert M. Hutchins
Research Ideology - Open University
Robert Maynard Hutchins - Frederick Mayer
Rogers-Skinner Dialogues (6 tapes) - Carl Rogers & B.F. Skinner
School Organization and Reform - John Goodlad & Ralph Tyler
Skinner on Skinnerism - B.F. Skinner
Skinnerism at Work - Vitali Rozynko
Why Quantify? - Open University

Bulletins:

Best of ERIC
Educational Research Service Bulletin
Nation's Schools Report
The School Administrator
Selected U.S. Government Publications

Computer Interaction:

Critical Incidents in Education